UNIVERSITY OF PENNSYLVANIA

A COMPARATIVE STUDY OF STATE TEACHERS COLLEGE FACULTIES AND LIBERAL ARTS COLLEGE FACULTIES

WILLARD ALGER BALLOU

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

PHILADELPHIA
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WILLARD A. BALLOU

PREFACE

The 1930 Report of the Biennial Survey from the Office of Education informs us that twenty-five per cent of all students being educated in institutions of higher learning in this country are in teachers' colleges and normal schools. Certainly no other single type of professional school makes so great a contribution to general education. The far reaching influence of this type of institution may be understood better when it is realized that ninety-three per cent of all the students in training to become teachers are in these schools. The quality of this influence would seem to depend upon the quality of the faculties of these institutions, and the quality of these faculties would in turn seem to depend to some degree upon the kind of education and experience possessed by their individual members.

In the varying college standards set by the Regional Associations and other college evaluating agencies the requirement is made, in one form or another, that members of these faculties shall hold appropriate degrees from colleges or universities of 'recognized' standing. The question that persists in arising is 'recognized' by whom? This study is the result of an endeavor to answer this question from the point of view of the practical administrator in educational work. It is hoped that a man in that position can find herein the necessary information to allow him to determine what proportion of his faculty he can reasonably expect to hold certain degrees from institutions of a given breadth of recognition, taking into consideration the compensation and other circumstances of employment.

It is with real pleasure that I avail myself of this opportunity to express my appreciation to Dr. James C. Miller for his helpful suggestions and continued encouragement during the preparation of this thesis.

WILLARD A. BALLOU

Bridgeport, Connecticut
April 1, 1933

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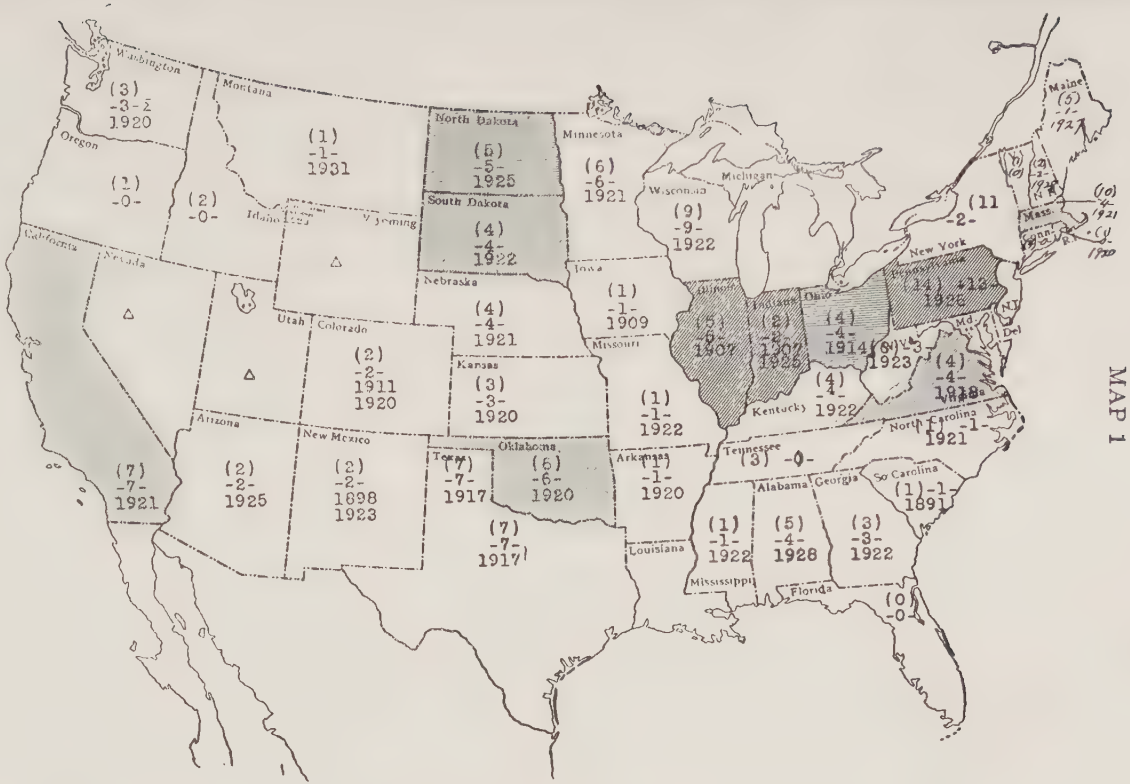

MAP 1

(13) Total number of state teacher training institutions, as such, in each state.
X Number which offer four year courses, normally leading to B.S. degree.
19XX Approximate date when most of the normal schools in state became teachers colleges.
Four year courses — no degrees.
△ Teacher training not separated from universities.

I

INTRODUCTION

DEFINITION OF THE PROBLEM. During the past decade there has occurred in this country an unusual development in the field of teacher training. This development has been indicated primarily by the expansion in many of the states of the usual two-year courses in the state normal schools into four-year courses. With the exception of the State of Washington, these four-year courses lead to the baccalaureate degree (in education.)

In most of these states the designation of "State Normal School" has been changed legally to that of "State Teachers College." Therefore, throughout this discussion, "Teachers College" will be understood to mean a state teacher-training institution, "which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degrees; and which require for admission the completion of a standard four-year secondary school curriculum, or equivalent training approved by this Association."[17]

The standards adopted by the American Association of Teachers Colleges also provide that, "the minimum scholastic requirements for members of the faculty who give instruction in the college department shall be graduation from a college of *recognized standing* and additional training which shall include at least one year of study in their respective fields of teaching in a *recognized* graduate school, or equivalent, and presumably possession of the master's degree."*

The American Association of Teachers Colleges is completing at this time a detailed study of the scholastic qualifications of the members of the teachers college faculties. The Office of Education is entering upon a similar study to extend over a series of years.

This study is of a practical nature and will endeavor to present

*Reference numbers correspond to like numbered items of the bibliography.

data that will exert an influence at the crucial point where the president of a teachers college and the trustees judge the qualification of an applicant for a position and either accept or reject the application. One college president wrote, "What is needed to improve the situation is information in usuable form by which I may judge the qualifications of an applicant and which is not too involved to be understood and accepted by my board of trustees that is composed of business and professional men."

However, during the progress of the study the data has developed sufficient diversity so that only limited statements may be made that will hold true for various sections of the country. For specific evaluations it is probable that better results will be obtained if comparisons are confined to those states comprising the different geographic sections of the country, such as: those in the New England group, those in the Mid-Atlantic group, those in the Mid-Western group and those in the Pacific group.

There seems to be an increasing conviction on the part of educators that the right kind of experience is of prime importance in the equipment of an individual if he is to conduct college work successfully. Therefore, it is also proposed to make inquiry not only into the amount of experience but also into the kind of experience possessed by the individual members of these college faculties, and its apparent relation or non-relation to their present line of work.

In conducting an investigation of this kind it soon becomes evident that there are collateral questions that crowd the principal one so closely that they may not be neglected with impunity. In this case, since the amount of education and the kind of experience possessed by an individual professor apparently have a relation to his social and economic status, a secondary inquiry has been made into these phases of the question. In a similar way, since the quality of the faculty possessed by an institution seems in most cases to be definitely related to the amount of the funds available for salaries, this subject has also been taken into consideration.

Since the teachers colleges in many of the states have extended some of their curricula to four years and are granting the degree

DIAGRAM I

FREQUENCY DISTRIBUTION OF THE DATES AT WHICH THE SEVERAL STATE NORMAL SCHOOLS BECAME STATE TEACHERS COLLEGES

1890—NY.
1891—
1892—
1893—
1894—
1895—
1896—
1897—Mi.
1898—
1899—
1900—
1901—
1902—
1903—
1904—
1905—
1906—
1907—Il, Il, Il, Il, Il, In.
1908—
1909—Ia.
1910—
1911—Co.
1912—
1913—Ka.
1914—Oh, Oh, Oh, Oh.
1915—
1916—Va, Va.
1917—Mo, Tx, Tx, Tx, Tx, Tx.
1918—La, Mi, Mi, Mi, Va.
1991—Mo, Mo, Mo, Va.
1920—Co, Ok, Ok, Ok, Ok, Ok, Ok, SD, Tx, Wa, Wa, Wa.
1921—Ca, Ca, Ca, Ca, Ca, Ca, Ca, Ma, Ma, Ma, Ma, Mi, Mi, Mi, Mi, Nb, Nb, Nb, Nb, ND, WV, Wi.
1922—Ga, Ga, Ga, Ky, Ms, SD, SD, SD, Wi, Wi, Wi.
1923—NM, Tx, WV, WV, Wi, Wi, Wi, Wi, Wi.
1924—
1925—In, NJ, ND, ND, ND, ND.
1926—Pa, Pa, Pa, Pa, Pa, Pa.
1927—Pa, Pa, Pa, Pa, Pa, Pa, NY, NJ, Me.
1928—Pa, NH, NH, NM, Al, Al, Al, Al.
1929—
1930—WV, WV.

of Bachelor Of Science (in Education) they have definitely entered the field of the long established liberal arts colleges. A further indication of this trend is furnished by the two state teachers colleges in Ohio which established in 1928 a four year curriculum leading to the degree of Bachelor of Arts and which are now granting that degree. So the question arises as to whether the faculties of these recently created teachers colleges are as well equipped academically as are the faculties of the much older liberal arts colleges which have been the mainstay of higher education in the United States since the founding of Harvard in 1636. This study will undertake to compare the faculties of these two types of colleges in respect to their academic accomplishments as indicated by the quality of the degrees held and the extent and the kind of experience possessed.

II

MATERIALS AND METHODS

SAMPLING. A survey (appendix) of all the states maintaining state normal schools, or state teachers colleges which have developed from state normal schools, showed that the following states had extended about the year 1920 some of their two-year normal courses to four years. With the exception of those in the State of Washington they have been given the right to grant the baccalaureate degree.

TABLE 1.

States in Which Most of the Teachers Colleges in That State Began Offering Four Year Courses About the Year 1920

California	Minnesota	South Dakota
Georgia	Missouri	Virginia
Kentucky	Nebraska	Washington
Massachusetts	Oklahoma	Wisconsin

From this list the following five States were selected as roughly representative of different sections of the country: Massachusetts, Virginia, South Dakota, Oklahoma and California. Of the ten normal schools in Massachusetts but four are allowed to grant the degree and so only these four institutions are included in this study.

In the selection of states for this study, care was taken to choose states in which permission to offer four-year courses was obtained about ten years ago so that the several institutions would have had a reasonable time in which to effect whatever changes in the make-up of their faculties they felt needful.

When these five states had been selected as having teacher-training situations suitable for this study, it became a matter of some concern how to select liberal arts colleges that would be comparable in any real way with these recently formed teachers colleges. Since usually more than half of the funds available in an institution are spent for teachers' salaries, it would be obviously unfair to compare the faculties of teachers colleges, whose funds are restricted by the legislatures and whose governing boards are seldom able to expend as much as $300 per stu-

dent*, with the faculties of liberal arts colleges which report an annual student outlay of several times that amount. Therefore, the liberal arts colleges chosen for comparison were limited to those that reported an annual student outlay of approximately $300 rather than being selected by their geographical location.

At first the possibility of conducting this study from the recorded information in the offices of the institutions themselves and in the files of the several state departments was considered, but it soon became evident that much of the collateral information needed was not a matter of record and was in the sole possession of the individual. For example, there seemed little use in comparing salaries to economic load unless other sources of income, if any, were known. Therefore, a modest blank of inquiry covering two sides of a single sheet was prepared and sent to the teachers colleges in the five states mentioned above. The average response was good, being somewhat over 80 per cent. But an average is often a questionable measure. Because of the conviction that many of the results of the statistical treatment of data obtained by the questionnaire method are of doubtful value as they are based on incomplete returns and the people who return the questionnaires exercise a collective selection before the study starts, it was determined to get practically complete returns. While this may seem unnecessarily severe it seemed justified on the grounds that a college faculty is an entity whose influence is composed of the collective functioning of its individual members.

The blanks were sent to the presidents of each of the several colleges, and he elected whether or not his institution should be represented in the study. If he so elected, the blanks were handled through his office. Only those institutions showing practically complete returns are included in this study. "Complete returns" in this case does not mean returns from every member on the faculty list. The president was requested to have the blanks filled out by each member of his faculty whose chief function was conducting courses that produced acceptable credits for the baccalaureate degree.

*Average for these five states obtained by dividing annual expenditure by number of students is $227 for current expenses.

This study is based upon a sampling in which the faculty, along with the individuals composing it, has been the unit.

CHECKING SAMPLES. The completeness of returns were checked individual by individual, through the catalogues of the various colleges, alumni lists and records in the departments of education of the states concerned. A very few names were found in 'Who's Who', American Men of Science and similar books. The validity of the different entries on the blanks was established by various cross checkings. In a statistical study it is necessary to check in all possible ways the reliability of the sample which forms the basis for study. Hendricks[10] made a study of the degrees held by the members of the faculties of thirty teachers colleges taken at random throughout the country. He found the percentages of those holding the doctor's, master's, bachelor's and no degrees to be; 7%, 43%, 40%, and 10%. Table 27 of this study shows comparable percentages, taken two years later, to be; 9%, 44%, 36%, and 11%. Cook[6] in his study reports a median of 19.74 semester hours of undergraduate professional work taken per teacher. Table 28 of this study shows the average number of three-semester hour undergraduate professional courses to be 5.7 or 17.1 semester hours per teacher. The close agreement of the results of these two studies with the findings in this one would indicate that the fourteen complete teachers college faculties used for this study constituted as adequate a sampling as the larger number used in the studies cited.

The signature of the instructor was not required, and the blank could remain anonymous if the individual so desired. Some of the presidents of the liberal arts colleges, feeling that the professors might not want to return through the president's office the completed blank, suggested that they be forwarded individually. This suggestion was followed in the case of a few colleges. It was encouraging to find that in the majority of cases the desired information was furnished in a frank, straight-forward manner and the blank was signed by the maker. When the blanks had been returned a great deal of care was used in checking the information from recorded sources so that it seems probable that

aside from incidental error the information given on the blanks is substantially correct.

In the following pages the data for the teachers colleges have been kept separate, state by state, so that any significant variation might not be lost. The data for the liberal arts colleges have been merged into a combined group and are used in gross comparisons only. The study does not presume to present an actual picture of every part of the country, but it does try to present faithfully certain facts concerning the education and experience possessed by the individual members of the faculties of the participating colleges in the five states given primary consideration, and in the five other states given secondary consideration in Chapter Six through limited samplings. A consideration of the teachers colleges located in the group of states comprising the South-Eastern section, and of those located in the group of states comprising the South-Western section of the country, is not included in this study.

III

SOCIAL STATUS

It has often been said that what the teacher is the school will become. If education is the means by which civilization transmits to the present generation of young people the culture of the past, it becomes a matter of importance to inquire into the social background of the teachers of the present. The assumption that the general home culture reflects the occupational status of the heads of families has been subjected to quantitative measurement by the Barr[25] Scale and significant differences found between the homes of the average individual and the homes of the so-called gifted individual.

In regard to the number of children in the family W. R. Smith[23] states, "all sociological studies indicate greater fecundity in the poorer families."

PROPORTION OF MEN AND WOMEN. Considering all five states together, there are employed in the teachers colleges nearly the same number of men as women. This result, however, is brought about by a compensation among the states. Massachusetts and Virginia together employ about one-half as many men as women, whereas Oklahoma and California employ about twice as many men as women, and in South Dakota the number of men and women is more nearly equal.

A study of the catalogues of these colleges for the past decade reveals a tendency to increase the proportion of men teachers as the four-year courses become more popular. It is reasonable to expect, then, that the proportionate number of male instructors in these four-year colleges will increase as the bulk of the student body goes over to the four-year courses.

A large proportion of the students in nearly all of the teachers colleges are still in the two-year courses. But the Teachers College at Montclair, New Jersey, has discontinued all two-year courses and at the present time is offering only four-year courses leading to the bachelor's degree. Also it should be noted that one-fifth of the degrees granted this year by the Colorado

Teachers Colleges were Master of Arts degrees; likewise, that one of the teachers colleges in New Mexico granted this degree to one-quarter of its graduates, and that one of the Ohio teachers colleges granted the master's degree to four of its graduates.

No general statement can be made in respect to the number of men and women employed by the liberal arts colleges studied, as they are widely scattered over the country and are of various types. It appears to be an individual matter with each institution.

TABLE 2.

FREQUENCY DISTRIBUTION—AGE AND SEX OF 1139 PROFESSORS IN 14 STATE TEACHERS COLLEGES LOCATED IN FIVE WIDELY SCATTERED STATES AND 14 LIBERAL ARTS COLLEGES

	21 TO 25	66 TO 30	26 TO 35	31 TO 40	36 TO 45	41 TO 50	46 TO 55	51 TO 60	56 TO 65	61 TO 70	TOTAL NO.
MASSACHUSETTS											
Men	2	8	4	4	4	2	4	2	8	.....	38
Women	2	4	4	8	12	4	8	8	4	.....	54
Both	4	12	8	12	16	6	12	10	12	.....	92
VIRGINIA											
Men	.....	1	7	8	4	4	2	3	2	2	33
Women	4	8	7	24	14	10	12	3	4	4	90
Both	4	9	14	32	18	14	14	6	6	6	123
OKLAHOMA											
Men	6	6	28	12	30	4	4	2	6	.....	98
Women	3	11	17	8	7	4	.....	2	.....	.....	52
Both	9	17	45	20	37	8	4	4	6	.....	150
SOUTH DAKOTA											
Men	1	11	10	16	3	6	10	4	1	.....	62
Women	14	26	8	12	8	6	2	.....	.....	.....	76
Both	15	37	18	28	11	12	12	4	1	.....	138
CALIFORNIA											
Men	12	8	12	16	24	4	4	.....	.....	.....	80
Women	4	8	14	5	4	3	2	.....	.....	.....	40
Both	16	16	26	21	28	7	6	.....	.....	.....	120
ALL FIVE STATES											
Men	9	38	57	52	57	40	24	15	17	2	311
Women	23	53	44	66	46	28	25	15	8	4	312
Both	32	91	101	118	103	68	49	30	25	6	623
LIBERAL ARTS COLLEGES											
Men	6	74	63	38	28	21	48	13	7	12	310
Women	18	45	48	37	19	12	23	4	.....	.....	206
											1139

As would be expected, the women's colleges have a predominant number of women on their faculties while the faculties of the men's colleges are wholly men and faculties of the co-educational colleges come in between. With the teachers colleges it appears to be more a matter of the section of the country in which the state is located.

TABLE 3.

PERCENTAGE AGE AND SEX DISTRIBUTION OF 1139 PROFESSORS IN 14 STATE COLLEGES LOCATED IN FIVE WIDELY SCATTERED STATES AND IN 14 LIBERAL ARTS COLLEGES

	% 21 to 25	% 26 to 30	% 31 to 35	% 36 to 40	% 41 to 45	% 46 to 50	% 51 to 55	% 56 to 60	% 61 to 65	% 66 to 70	NO.
MASSACHUSETTS											
Men	5	21	11	11	10	5	11	5	21	.....	38
Women	4	7	7	15	22	8	15	15	7	.....	54
Both	4	13	9	13	17	7	13	11	13	.....	92
VIRGINIA											
Men	.....	6	22	22	11	11	6	11	6	6	33
Women	5	9	7	29	16	11	13	2	5	5	90
Both	3	12	11	24	14	10	11	5	5	5	123
OKLAHOMA											
Men	6	6	29	12	31	4	4	2	6	.....	98
Women	9	22	35	17	14	9	.....	4	.....	.....	52
Both	7	11	31	14	22	5	3	3	4	.....	150
SOUTH DAKOTA											
Men	2	18	16	25	5	9	16	7	2	.....	62
Women	18	34	10	16	10	8	3	.....	.....	.....	76
Both	10	26	13	21	7	9	10	3	1	.....	138
CALIFORNIA											
Men	.....	15	10	15	20	30	5	5	.....	.....	80
Women	.....	9	19	33	14	9	9	5	.....	.....	40
Both	.....	13	13	21	18	23	7	5	.....	.....	120
ALL FIVE STATES											
Men	3	13	18	17	17	12	8	5	5	1	325
Women	8	17	13	22	14	9	8	5	3	1	298
Both	5	16	16	19	15	11	8	5	4	1	623
LIBERAL ARTS COLLEGES											
Men	2	24	20	13	9	7	15	4	2	4	310
Women	9	22	23	18	9	6	11	2	.....	.....	206
Both	5	23	21	15	9	6	14	3	1	2	516

AGE. The median age of the men (40) in the teachers colleges of the five states, considered together, is practically the same as that of the men (39) in the liberal arts colleges, and two years

less than that of the men (42) in the liberal arts college of a large university. The median age of the women (38) in the teachers colleges is three years more than that of the women (35) in the liberal arts colleges. In the teachers colleges the median age of the men (40) is two years more than that of the women (38), while in the liberal arts colleges the median age of the men (39) is four years more than the median age of the women (35).

Among the teachers colleges of the several states it may be noted that in Massachusetts the median age of the women (45) is three years more than that of the men (42); in South Dakota the median age of the women (30) is eight years less than the median age of the men (38); and in Oklahoma the median age of the women (34) is six years less than that of the men (40). In Virginia the median ages of the men and the women are the same; in California the median age of the men (43) is four years more than the median age of the women (39).

TABLE 4.

AGE AND SEX DISTRIBUTION FOR TEACHERS COLLEGES AND FOR LIBERAL ARTS COLLEGES—GIVING AGE LIMITS TOGETHER WITH MEDIANS, QUARTILES AND INTER-QUARTILE RANGE {—}

	MASSACHUSETTS				VIRGINIA		
Men	[21{30(42)55}65]	{25}		Men	[26{35(40)54}70]	{19}	
Women	[21{38(45)55}65]	{17}		Women	[21{37(40)50}70]	{13}	
	OKLAHOMA				SOUTH DAKOTA		
Men	[21{33(40)45}65]	{12}		Men	[21{32(38)50}65]	{18}	
Women	[21{30(34)39}60]	{ 9}		Women	[21{27(30)40}55]	{13}	
	CALIFORNIA				LIBERAL ARTS		
Men	[26{35(43)48}55]	{13}		Men	[21{30(38)51}70]	{21}	
Women	[26{30(39)45}55]	{15}		Women	[21{30(35)44}60]	{14}	

The age distribution usually starts with a few cases in the 21-25 year group, and runs out with the 60-65 year group. Virginia shows a tendency to extend the upper limit and still has in active service some individuals well over the seventy-year mark. South Dakota shows an unusual number in the youngest group. Further study (Table 27) shows the individuals in this 21-25 year group do not possess the education, experience, and maturity usually conceded to be desirable in a college instructor.

In Table 5 is shown the uniformly large proportion of married men (nearly 90%) and unmarried women (more than 90%) in the teachers colleges. With this large proportion of married men in the teachers colleges is to be compared the fifty-three in a hundred in the smaller liberal arts colleges, and the seventy in a hundred in the larger liberal arts college, who are married or have been married. According to the 1920 census, 35% of the males over 15 years of age were single: or stated the other way about, 65% of the males were married, widowed, or divorced. With these figures adjusted to the age limits set in this study and with allowance made for those who were married between the ages of 15 and 21 years, the result shows 70% of the males over 21 years of age as married or as having been married. From this consideration it would appear that in this respect the members of the faculties of the larger liberal arts colleges are like other people of the country in general, but that the men of the faculties of the smaller liberal arts colleges are far below, and the men of the faculties of the teachers colleges are far above this average.

TABLE 5.

MARITAL RELATIONS OF TEACHERS COLLEGE INSTRUCTORS AND LIBERAL ARTS COLLEGE INSTRUCTORS

	MASS.	VA.	SO. DA.	OKLA.	CAL.	5-ST.	L. A.
Married Men	% 82	% 90	% 86	% 92	% 90	% 88	% 53
Married Women	1	2	9	17	xx	8	.....
Unmarried Men	18	10	14	8	10	12	47
Unmarried Women	99	98	91	83	xx	92	.....

The large proportion of married men on the teachers college faculties may well be accounted for by a conscious selection on the part of the presidents of these institutions, many of whom are convinced that it is better to employ married men rather than single men for positions on their faculties. A number of voluntary notations on the returned questionnaires indicated that some of the unmarried men on the faculties of the liberal arts colleges are unwilling to undertake to establish a household on the economic level permitted by their salaries.

xxInsufficient data.

The rather large group (47%) of young unmarried men instructors (median age 30) found in the liberal arts college faculties is almost totally lacking in the teachers college faculties where many of the relatively small proportion of unmarried men (12%) are men of mature years (median age 40), either bachelors or widowers.

TABLE 6.

Birthplace of Teachers College Instructors and Liberal Arts College Instructors

	MASS.	VA.	SO. DA.	OKLA.	CAL.	5-ST.	L. A.
Same State	% 52	% 58	% 14	% 14	% 8	% 28	% 35
Another State	48	42	82	86	88	70	65
Foreign Country	0	0	4	0	4	2	0

Massachusetts and Virginia show that more than half, fifty-two per cent and fifty-eight per cent, respectively, of their teachers college instructors were born within the limits of the respective states in which they are now teaching. South Dakota and Oklahoma show only fourteen in a hundred so born. It is to be noted that the birthplace of a large proportion of the teachers in these states is not more distant than the states adjoining them. California shows a surprisingly small proportion (8%) of its teachers college instructors who were born within the state. "A large number of distinguished teachers have been attracted to this state because of climatic and other favorable considerations."[8] In fact it could be said that South Dakota, Oklahoma and California "import" most of their teachers college instructors.

One-third of the teachers college instructors come from homes where the parents were engaged in agricultural pursuits during

TABLE 7.

Parental Occupations of Teachers College Instructors and of Liberal Arts College Instructors

	MASS.	VA.	SO. DA.	OKLA.	CAL.	5-ST.	L. A.
Agriculture	% 10	% 31	% 31	% 44	% 32	% 34	% 7
Business	40	15	16	24	12	19	28
Professions	20	19	19	12	16	17	32
All Others	20	21	23	5	24	18	14
Dead-Retired	10	13	11	16	8	12	18

the instructors' secondary school period; one-fifth of the parents were engaged in business or trade; and one-sixth came from homes where the parents were engaged in one of the several occupations generally recognized as professional. For the liberal arts colleges but one-fourteenth came from agricultural homes: two-sevenths from business or trade homes: and one-third from professional homes. Among the several states, it appears natural that in those states where agriculture is the chief pursuit a larger proportion of the instructors come from farm homes as in Oklahoma (44%), whereas in an industrial state like Massachusetts a much smaller proportion come from such homes (10%). There is a significant, comparative difference in the proportion of instructors produced by the farm homes and the professional homes for the teachers colleges and for the liberal arts colleges. Agriculture produced 34% of the teachers college instructors and only 7% of the liberal arts college instructors: on the other hand, professional homes produced only seventeen per cent for the teachers colleges and thirty-two per cent for the liberal arts colleges.

TABLE 8.

PARENTAL NATIVITY OF TEACHERS COLLEGE INSTRUCTORS AND LIBERAL ARTS COLLEGE INSTRUCTORS

	ALL FIVE STATES	LIBERAL ARTS COL.
Both Parents American	% 75	% 94
One Parent American	8	4
Both Parents Foreign	17	2

The parental nativity figures appear to indicate that the first generation of foreign born parents that has so largely entered into the city public schools is reaching upward into the teachers colleges but has made little appreciable progress in entering the faculties of the liberal arts colleges included in this study. Especially does this become apparent when it is noted that the very small portion (2%) of these found in the liberal arts colleges are practically confined to the group of foreign language teachers.

The instructors in the teachers colleges come from families in which the number of children vary all the way from one to

thirteen: the same is true for the instructors in the liberal arts colleges. These data indicate that there is no significant differences in the size of the families that produce the instructors for

TABLE 9.

MEDIAN NUMBER OF CHILDREN IN PARENTAL FAMILY OF TEACHERS COLLEGE INSTRUCTORS AND OF LIBERAL ARTS COLLEGE INSTRUCTORS

MASS.	VIRGINIA	S. DAKOTA	OKLA.	CAL.	ALL 5-STA.	LIB. ARTS
4.0	6.0	4.3	5.5	4.7	5.0	4.7

TABLE 10.

PERCENTAGE OF MEN AND WOMEN REPORTING A VARYING NUMBER OF DEPENDENT CHILDREN FOR TEACHERS COLLEGE AND LIBERAL ARTS COLLEGE INSTRUCTORS

	MASSACHUSETTS			VIRGINIA			SOUTH DAKOTA			OKLAHOMA		
NO. OF CHILDREN	0	1	2+	0	1	2+	0	1	2+	0	1	2+
% Men	17	49	34	68	26	5	49	14	37	47	25	28
% Women	100	0	0	88	12	0	89	6	5	96	0	4

	CALIFORNIA			ALL FIVE STATES			LIBERAL ARTS		
NO. OF CHILDREN	0	1	2+	0	1	2+	0	1	2+
% Men	29	41	30	49	24	27	68	18	14
% Women				91	4	5			

TABLE 11.

PERCENTAGE OF MEN AND WOMEN REPORTING A VARYING NUMBER OF DEPENDENT ADULTS FOR TEACHERS COLLEGE AND LIBERAL ARTS COLLEGE INSTRUCTORS

	MASSACHUSETTS			VIRGINIA			SOUTH DAKOTA			OKLAHOMA		
NO. OF ADULTS	0	1	2+	0	1	2+	0	1	2+	0	1	2+
% Men	11	76	13	5	90	5	20	74	6	8	86	6
% Women	100	0	0	80	16	4	88	9	3	87	13	0

	CALIFORNIA			ALL FIVE STATES			LIBERAL ARTS		
NO. OF ADULTS	0	1	2+	0	1	2+	0	1	2+
% Men	22	58	20	15	76	9	46	54	0
% Women	80	20	0	86	13	1			

these two types of colleges, the median number of children in the family, for the teachers college instructor being 5.0 and for the families of the liberal arts college instructor 4.7.

For the large proportion (Table 21) of teachers college instructors, who have no source of income other than their salary, economic conditions depend, to a considerable extent, upon the number of dependents.

A marked contrast is evident between the responsibility, in this respect, of the teachers college men and the teachers college women. Eighty-four per cent of the men reported one or more dependent adults and fifty-one per cent reported one or more dependent children, while only fourteen per cent of the women reported one or more dependent adults and only nine per cent reported one or more dependent children. Taking into consideration the near equality of the salary received, the economic position of the unmarried teachers in the teachers colleges is evidently distinctly superior to that of the men as eighty-six in every hundred of the women teachers have no one dependent upon them for support.

Also, this large portion of women teachers, being unmarried and without dependents, can usually find living quarters in the college dormitories or with a private family, while the men, being married and having one or more dependents, must stand the expense of maintaining a household. Moreover, women teachers, living in college dormitories frequently have their living expenses further reduced in return for their assuming responsibilities in connection with dormitory life that are not arduous.

SUMMARY. The relative number of men and women instructors employed in the teachers colleges differs widely from state to state and apparently varies with the part of the country in which the state is located. In the age distribution, South Dakota shows an unusually large number of instructors in the 21-25 year group. The proportion of married men in the liberal arts colleges is about twenty per cent below, and in the teachers colleges about twenty per cent above, the average for the country as a whole. Some liberal arts college instructors are unwilling

to undertake to establish households on the economic level permitted by their salaries. The birthplace of teachers college instructors is usually in the same state in which they are now employed or in an adjoining state. Agricultural homes produce 34 per cent of teachers college instructors and 7 per cent of liberal arts college instructors; while professional homes produce 17 per cent of teachers college instructors and 32 per cent of the liberal arts college instructors. The first generation of foreign born parents are reaching up into the teachers college faculties but have made little appreciable progress in entering the faculties of the liberal arts colleges. Taking into consideration the near equality of salaries received, the economic position of the unmarried women instructors in the teachers colleges is distinctly superior to that of the men as 86 in every hundred of the women teachers have no one dependent upon them for support.

TABLE 12.

Percentage Distribution of Regular Salaries of 623 Professors in 14 State Teachers Colleges in Five Widely Distributed States, Given State by State, Men and Women Separately, 1930-1931. Also the Same Data for 516 Liberal Arts College Instructors

SALARY	PERCENTAGES						
MEN	% MASS.	% VA.	% OKLA.	% SO. DA.	% CAL.	% ALL 5	L. A.
1000-1249							
1250-1499							1
1500-1749			3			1	5
1750-1999			2	1		1	7
2000-2249		5	8	14	5	7	11
2250-2499	10		16	16	6	11	9
2500-2749	21	10	18	30	5	17	12
2750-2999	16	5	4	17	15	11	7
3000-3249	24	64	21	11	20	24	13
3250-3499	11	16	10		5	7	7
3500-3749	18		12	7	15	11	8
3750-3999			2	3	4	2	3
4000-4249			3		25	7	7
4250-4499							1
4500-4749							5
4750-5000							4
(No) Median	$3042 (38)	$3120 (39)	$2875 (98)	$2661 (70)	$3242 (80)	$3019 (325)	$2932 (310)

WOMEN	% MASS.	% VA.	% OKLA.	% SO. DA.	% CAL.	% ALL 5	L. A.
1000-1249				4		1	
1250-1499		2		6		2	3
1500-1749		9	8	15		7	7
1750-1999		9	8	18		8	14
2000-2249	7	26	19	29	5	20	17
2250-2499	15	33	23	18	5	21	12
2500-2749	18	19	11	9	10	14	11
2750-2999	44		19		20	14	9
3000-3249	4	2	11		15	5	11
3250-3499	4				10	2	5
3500-3749	8				20	4	7
3750-3999					8	1	2
4000-4249					7	1	1
4250-4499							
4500-4749							
4750-5000							
(No) Median	$2807	$2281	$2427	$2065	$3188	$2397	$2420
	(54)	(84)	(52)	(68)	(40)	(298)	(206)

BOTH	% MASS.	% VA.	% OKLA.	% SO. DA.	% CAL.	% ALL 5	L. A.
1000-1249				2		1	
1250-1499		2		3		1	2
1500-1749		6	5	7		4	6
1750-1999		7	4	9		4	10
2000-2249	4	19	12	22	5	13	13
2250-2499	13	23	19	17	6	16	10
2500-2749	19	16	16	20	7	16	12
2750-2999	33	2	9	9	17	12	8
3000-3249	12	21	17	6	18	15	13
3250-3499	7	5	7		6	5	6
3500-3749	12		8	4	16	8	7
3750-3999			1	1	5	2	2
4000-4249			2		19	4	5
4250-4499							1
4500-4749							3
4750-5000							2
(No) Median	$2854	$2437	$2651	$2342	$3222	$2683	$2692
	(92)	(123)	(150)	(138)	(120)	(623)	(516)

IV

ECONOMIC STATUS

COMPENSATION. Since it is to be expected that there would be some relation between compensation and the amount and character of education and experience, an inquiry was made into the income of the different groups.

Some states, for example Pennsylvania, definitely insure by regulation that no teachers college instructor shall receive less than two thousand dollars per year exclusive of summer school. It is apparent from Table 12 that no such provision exists in Virginia with twenty per cent, in Oklahoma with sixteen per cent, or in South Dakota with forty-three per cent of its women teachers being paid less than that amount. In fact, there were

TABLE 13.

FREQUENCY DISTRIBUTION OF REGULAR SALARIES OF 1139 PROFESSORS IN 14 STATE TEACHERS COLLEGES IN FIVE WIDELY DISTRIBUTED STATES AND 14 LIBERAL ARTS COLLEGES, 1929-1930

SALARY	FREQUENCY					
1	2			3		
	TEACHERS COLLEGES			LIBERAL ARTS COLLEGES		
	MEN	WOMEN	BOTH	MEN	WOMEN	BOTH
1000-1249	3	3				
1250-1499		6	6	3	6	9
1500-1749	3	21	24	15	15	30
1750-1999	3	24	27	22	29	51
2000-2249	24	59	83	34	35	69
2250-2499	36	62	98	28	25	53
2500-2749	55	42	97	37	23	60
2750-2999	36	42	78	22	19	41
3000-3249	78	15	93	40	24	64
3250-3499	24	6	30	22	10	32
3500-3749	36	12	48	25	14	39
3750-3999	7	3	10	9	4	13
4000-4249	23	3	26	22	2	24
4250-4499				3		3
4500-4749				16		16
4750-5000				12		12
Number	325	298	623	310	206	516
First Quartile	2570	2087	2283	2281	2011	2142
Median	3019	2395	2683	2932	2420	2692
Third Quartile	3341	2789	3140	3595	3063	3328
Q. Range	771	702	857	1314	1052	1186

two cases reported of teachers college instructor receiving nine hundred dollars as a yearly salary. Although one of these was primarily an instructor in the gymnasium, she nevertheless conducted two classes in Freshman Composition. From this instruction there were obtained by ninety students the initial credits towards their bachelor's degrees. She was but twenty-three years of age and had taken her own bachelor's degree the previous June from the same teachers college. The other one was twenty-five years of age. She had taken her bachelor's degree four years prior to this time from the same teachers college in which she was supervising Practice Teaching. For experience she had had but two years in elementary school teaching and two years in secondary school teaching.

It should not be overlooked (Table 14) that thirteen per cent of male liberal arts instructors are receiving less than two thousand dollars, as are also five per cent of the men teachers in the teachers colleges of Oklahoma. Also that twenty-nine per cent of the men in the teachers colleges of Oklahoma, thirty-one per cent of the men in the teachers colleges of South Dakota, and thirty-three per cent of the men in the liberal arts college included in this study are receiving less than twenty-five hundred dollars and possess a proportionately meager amount of education or experience, or both. (Tables 27 and 34).

In regard to salaries, the men teachers in the teachers colleges of Virginia, Massachusetts, and California seem to fare about the same as those in the liberal arts colleges, while those in Oklahoma and South Dakota are not so fortunate. The men in the liberal arts college appear to have an advantage over those in the teachers college in that their maximum salary is about one thousand dollars higher than that of the men in the teachers college. For the men who retain their connection with the liberal arts college and progress in education and experience, it is of special interest to note that seventeen per cent of the liberal arts salaries are above four thousand dollars. It should be noted that a large proportion (64%) of men teachers in the teachers college in Virginia receive three thousand dollars salaries.

TABLE 14.

PERCENTAGE DISTRIBUTION OF REGULAR SALARIES OF 1139 PROFESSORS IN 14 STATE TEACHERS COLLEGES IN FIVE WIDELY DISTRIBUTED STATES AND 14 LIBERAL ARTS COLLEGES, 1929-1930

1	2			3		
	TEACHERS COLLEGES			LIBERAL ARTS COLLEGES		
SALARY	PERCENTAGE					
	MEN	WOMEN	BOTH	MEN	WOMEN	BOTH
1000-1249		1	1			
1250-1499		2	1	1	3	2
1500-1749	1	7	4	5	7	6
1750-1999	1	8	4	7	14	10
2000-2249	7	20	13	11	17	13
2250-2249	11	21	16	9	12	10
2500-2749	17	14	16	12	11	12
2750-2999	11	14	12	7	9	8
3000-3249	24	5	15	13	11	13
3250-3499	7	2	5	7	5	6
3500-3749	11	4	8	8	7	7
3750-3999	2	1	2	3	2	2
4000-4249	7	1	4	7	1	5
4250-4499				1		1
4500-4749				5		3
4750-5000				4		2
Number	325	298	623	310	206	516
First Quartile	$2570	2087	2283	2281	2011	2142
Medians	$3019	2396	2683	2932	2420	2692
Third Quartile	$3344	2899	3140	3595	3063	3328
In. Q. Range	774	802	857	1314	1052	1186

Therefore, with respect to financial returns, the teachers colleges at present seem to limit a man with a doctor's degree to a range of salary lying between three and four thousand dollars. On the other hand the liberal arts colleges give to seventeen per cent of their instructors so trained a salary of over four thousand dollars.

APPARENT AND REAL COMPENSATION. The median salary in Oklahoma is apparently $1075 more for men and $1027 more for women than that reported by the Carnegie Foundation for Missouri some fifteen years ago.[14] This represents an apparent approximate increase of fifty-nine per cent for the men and seventy-three per cent for the women, respectively. However, during this time the purchasing power of wages, as given by the

U. S. Bureau of Labor Statistics, measured in retail food prices, has changed so that in 1929 it took about $1.55 to do the work that one dollar did fifteen years ago. Therefore, the men have had practically no increase over fifteen years ago while the women have had a very substantial real increase.

TABLE 15.

APPARENT AND REAL VALUE OF SALARIES UNDER A FIXED SALARY SCHEDULE

YEAR	APPARENT SALARY RECEIVED	DUN'S INDEX NUMBERS[4] APPROXIMATE	COMMODITY VALUE OF SALARY	APPARENT SALARY INCREASE	REAL SALARY INCREASE OR DECREASE
	(1)	(2)	(3)	(4)	(5)
1925	$3300	195.9	$1690	$	$
1926	3450	186.0	1850	150	160
1927	3600	185.6	1940	150	90
1928	3750	195.2	1930	150	— 10
1929	3900	188.7	2060	150	130
1930	4050	171.6	2360	150	300
1931	4200	146.6	2870	150	510

Arnett gives the following in terms of 1914 dollar:[5]

	NOMINAL SALARY	REAL AVER. SALARY
1914-15	1724	1724
1919-20	2279	1114
1926-27	2958	1825

In column one of Table 15 is given the salary schedule for any professor entering the service of any teachers college in the State of California in the year 1925; in column two is given Dun's Index Numbers for the years 1925 to 1931 inclusive; in column three (column one divided by column two), are shown the commodity values, or a measure of how much could be bought with the dollars received in any of the several years enumerated; in column four are given the apparent salary increases; and in column five the real salary increases or decreases. Commodity prices in this year of 1931 are down to the 1916 level and may drop to the 1914 level during 1932.

Unless a professor happens to be an economist, he probably does not know whether his salary is in reality being increased or

decreased. The figures in column five of Table 15 show that from 1926 to 1929 his increases were not what they appeared to be. In fact, in 1928, the value of his salary was in reality less by ten dollars although he received one hundred and fifty more dollars than the year before. Instead of receiving a real increase in that year his purchasing power was actually decreased because of a situation in which prices were rising faster than his salary was increasing. In a similar way, in 1930, he received a real increase over the preceding year of twice his apparent increase; in 1931, he received a real increase of about three and one-half his apparent increase.

TABLE 16.

FLEXIBLE SALARY SCHEDULE ASSURING A DEFINITE REAL INCREMENT

YEAR	APPARENT SALARY RECEIVED	DUN'S INDEX NUMBERS APPROXIMATE	COMMODITY VALUE OF SALARY	APPARENT SALARY INCREMENT	REAL SALARY INCREASE
	(1)	(2)	(3)	(4)	(5)
1925	$3300	195.9	$1690	$	$
1926	3420	186.0	1840	120	150
1927	3700	185.6	1990	280	150
1928	4180	195.2	2140	410	150
1929	4250	188.7	2290	70	150
1930	4200	171.6	2440	50	150
1931	3800	146.6	2590	400	150

In Table 16 are shown the several items of a flexible salary schedule that would have insured a real salary increase of the intended increment. Adjustments have not been made for the difference between the beginning of the customary academic year and the beginning of the calendar year.

As an administrative device, the usual salary schedule appears to be anything but a scientific instrument. It would seem that a flexible salary schedule would be more equitable (as illustrated in Table 16); a schedule in which the apparent salary received provides in reality the designated increase in purchasing power for each additional year of service.

Roughly, six-tenths of the total number were engaged in additional teaching, doing this work in summer school, by doing extension work or by giving lecture courses. Three out of four

teachers in the teachers colleges of Oklahoma and one out of three teachers in the liberal arts group are so adding to their incomes.

The proportion of the teachers college instructors doing outside work other than teaching is shown in Table 18 to be about one in five, with the exception of Virginia where opportunity for this kind of work is evidently lacking as sixty-one per cent of those so working say they do so from necessity (Table 19) and only five per cent of the total number are so working.

TABLE 17.

PROPORTION OF TEACHERS COLLEGE INSTRUCTORS DOING ADDITIONAL TEACHING AND THE MEDIAN AMOUNT SO EARNED. COMPARED WITH LIBERAL ARTS COLLEGE INSTRUCTORS

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-ST.	L. A.
Additional Tch.	% 40	% 54	% 73	% 58	% 58	% 59	% 53
Med. Amt. Earned	$ 250	$ 550	$ 365	$ 400	$ 300	$ 400	$ 600

TABLE 18.

PROPORTION OF TEACHERS COLLEGE INSTRUCTORS DOING ADDITIONAL WORK OTHER THAN TEACHING AND THE MEDIAN AMOUNT SO EARNED COMPARED WITH LIBERAL ARTS COLLEGE INSTRUCTORS

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-STA.	L. A.
Outside Work	% 20	% 5	% 14	% 24	% 17	% 16	% 11
Med. Amt. Earned	$ 250	$ 275	$ 200	$ 200	$ 350	$ 250	$ 350

TABLE 19.

TEACHERS COLLEGE INSTRUCTORS WHO SUPPLEMENT THEIR INCOME. THOSE WHO DO SO FROM CHOICE OR FROM NECESSITY COMPARED WITH LIBERAL ARTS COLLEGE INSTRUCTORS

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-STA.	L. A.
From Choice	% 50	% 39	% 81	% 50	% 38	% 56	% 32
From Necessity	50	61	19	50	62	46	68

From the considerable number of instructors earning outside monies who declined to answer the question as to whether they did so from choice or necessity, it appears that many teachers dislike to admit in black and white that they have to supplement their regular income in this way. Some of the comments on this question, however, were very frank and seem to throw lights on the real situation; "I prefer to work in the summer unless my

regular salary could be made sufficient to allow me to travel or study during that time." "I would not like to remain idle during the summer." or, "I have given up summer work as I find it too much of a strain." A number frankly answered the question by, "I don't know," or check both, indicating that they probably do additional work both from choice and necessity.

One might expect to find a significant correlation between Tables 17, 18 and 19, but there seems to be none. In Oklahoma where the greatest number do extra teaching, one finds a large proportion who say they do so from choice. It is somewhat surprising that in the State of California and in the liberal arts colleges where the remuneration is greatest, two out of five feel it a necessity.

Some technical schools and colleges such as Pratt Institute and Carnegie Institute of Technology definitely encourage outside work by reducing teaching schedules and by placing the use of the laboratories and other facilities of the institution at the disposal of the members of the faculty. They feel that this contact with the outside world is essential to the well-being of the work of the institution. It is felt that the college instructors under consideration also profit by seeking these contacts rather than by shunning them, as was frequently indicated. To get a reaction on this phase of the subject the question was asked, "Would you prefer to devote your efforts entirely to your work in regular session?"

TABLE 20.

Proportion of Teachers College Instructors Doing Outside Work Who Would or Who Would Not Prefer to Give Entire Attention to Regular Work as Compared with Liberal Arts College Instructors

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-ST.	L. A.
Per Cent—Yes	72	69	69	50	70	64	75
Per Cent—No	28	31	31	50	30	36	25

Table 20 indicates that thirty-six out of every hundred of teachers college instructors doing outside work do so from choice; and that one out of four of the liberal arts instructors who are increasing their earnings in this manner do so from preference. It is, perhaps, well that for one-half of the teachers college in-

structors so working it is a necessity; otherwise, real contact between the teachers college staff and the surrounding communities might be lost.

To complete the financial inquiry and to get some idea of total income, Table 21 shows that, for the most part, (about three-quarters) they have no other source of income than their yearly earnings. Those in Massachusetts seem to be a bit better off than those in the other states in this respect.

TABLE 21.

PROPORTION OF TEACHERS COLLEGE INSTRUCTORS WHOSE INCOME IS SUPPLEMENTED FROM PRIVATE SOURCES AS COMPARED WITH THOSE IN THE LIBERAL ARTS COLLEGES

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-ST.	L. A.
Outside Income	% 50	% 23	% 21	% 27	% 30	% 28	% 39
No " Income	50	77	79	73	70	72	61

TABLE 22.

PROPORTION OF TEACHERS COLLEGE INSTRUCTORS WHO CARRY LIFE INSURANCE AND THE MEDIAN AMOUNT OF ANNUAL PREMIUMS AS COMPARED WITH THOSE IN THE LIBERAL ARTS COLLEGES

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-ST.	L. A.
Life Ins.—Yes	% 70	% 76	% 88	% 86	% 91	% 83	% 92
Life Ins.—No	30	24	12	14	9	17	8
Median Amount	$ 275	$ 234	$ 178	$ 200	$ 265	$ 191	$ 200

TABLE 23.

SHOWING WHICH OF THE FIVE STATES DO OR DO NOT PROVIDE RETIREMENT ALLOWANCES

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-ST.
Retirement Allowance	Yes	No	No	No	Yes	

Evidently the liberal arts instructors (more than half of them being married men) thoroughly believe in life insurance (Table 22); the instructors in the teachers colleges also make a very creditable showing with eighty-three out of one hundred carrying life insurance of one kind or another. Some individuals seem over apprehensive concerning their old age as they are paying from one-quarter to one-third of their total salaries to the insurance companies.

A negative correlation might well be expected between Table 22 and Table 23, but the opposite appears to be the case. In those states where substantial provisions are made for retirement, the largest proportion of instructors are insured and also the largest premiums are paid. As a group, these teachers are much better covered than the average citizen. The average policy for ordinary insurance is about $2500[28]; the median premiums for college teachers (Table 22) indicate that they are carrying two to three times this amount.

TABLE 24.

PROPORTION OF TEACHERS COLLEGE INSTRUCTORS OWNING AUTOMOBILES AND THE AVERAGE NUMBER OF PERSONS PER CAR AS COMPARED WITH THOSE IN THE LIBERAL ARTS COLLEGES

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-ST.	L. A.
Automobiles—Yes	% 45	% 43	% 80	% 75	% 92	% 68	% 59
Automobiles—No	55	57	20	25	8	32	41
Persons per Car							
Average Citizen	5.9	4.8	4.5	3.7	2.5		
Educators	2.4	5.0	3.1	3.4	8.6		5.9

TABLE 25.

PROPORTION OF TEACHERS COLLEGE INSTRUCTORS WHO HAVE ENGAGED IN OCCUPATIONS OTHER THAN TEACHING AND THE MEDIAN NUMBER OF YEARS AS COMPARED WITH THOSE IN THE LIBERAL ARTS COLLEGES

	MASS.	VA.	OKLA.	SO. DA.	CAL.	5-ST.	L. A.
Outside Work	% 15	% 25	% 34	% 29	% 50	% 30	% 41
No Outside Work	85	75	66	71	50	75	59
Median Years	5.0	4.0	3.6	2.8	3.0	3.3	3.5

Table 24 shows the proportion owning and not owning automobiles. As these data taken alone do not seem sufficiently enlightening, this table also shows the number of persons per car, first for the average citizen and secondly for the educator and his family. In Virginia, Oklahoma, and South Dakota the teacher is practically as well equipped as the average citizen; in Massachusetts he is about twice as well equipped, and in California he is less than one-third as well equipped. It should be noted that in California the proportionate number of automobiles owned by the people in general is very large.

"Scholars are not and ought not to be monks and nuns. They ought to be in a position to marry, to enjoy simple friendships, to raise at any rate small families in an atmosphere of culture and refinement, to enjoy some of the intellectual and aesthetic opportunities so freely open to the successful in other occupations. This is first and foremost a question of salary."[2]

If we accept current philosophy in regard to the relation the college and its faculty should maintain to life, Table 25 shows a healthful proportion of those who have earned their living one or more years at some occupation other than teaching. The median number of years so spent seems to be sufficient to be beneficial without being so large as to be detrimental. Of course the spread is large, varying from 0 to 25 years. One going into teaching after having earned one's living for more than 25 years in other pursuits is liable to find oneself somewhat of a stranger. It would appear that the work of the following teachers has been greatly enriched by their contact with the commercial and industrial world — a teacher of Art with three years of experience in commercial art and architectural drafting and two years of experience in conducting her own studio; a teacher of Sociology and Human Geography who has spent one year as Special Agent in the U. S. Department of Commerce and one year as a credit man; a teacher of English Composition who has spent three years in newspaper and editorial work; a teacher of Physics who has spent two years with the U. S. Bureau of Standards, one year in research with a large oil company; and a teacher of Modern Civilization who has served three years as American Vice-Consul in a European Country.

Service in the U. S. Army accounts for a fairly large number of those reporting that they had spent a year or more away from teaching.

SUMMARY. Thirteen per cent of the instructors in the liberal arts colleges studied are receiving as a yearly salary less than two thousand dollars, as are also five per cent of the men teachers

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[2]Abraham Flexner. *Do Americans really value education?* Cambridge, Harvard University Press. 1927. p. 26.

in the teachers colleges of Oklahoma. The liberal arts college instructor appears to have less experience than the teachers college instructor and the teachers college instructor appears to have less academic education than the liberal arts college instructor. With respect to financial returns, in the teachers colleges studied, a man with a doctor's degree apparently is limited to a salary ranging between three and four thousand dollars, while in the liberal arts colleges, seventen per cent of the instructors so trained receive more than four thousand dollars. Salary schedules providing definite increments do not provide for the changing value of the monetary unit. Of the three out of four liberal arts college instructors who supplement their incomes by outside work, two would prefer to give their entire attention to their regular work and one would prefer not to do so. Of the sixty-four in one hundred of the teachers college instructors who supplement their incomes, twenty-eight would prefer to give their entire attention to their regular work and thirty-six would prefer not to do so. Members of both college groups are well covered by life insurance as they carry from two to three times as much insurance as the average insured person.

V

PROFESSIONAL STATUS

EVALUATING AGENCIES. Since the constitution of the United States does not specifically charge the federal government with the supervision of education, the control and administration of this great social activity must be left to the several states. Therefore, there is no official federal standardization and classification of colleges in this country such as exists in other countries of the educational world. However, there has grown up in Washington, within the Department of the Interior, a small organization known officially as the 'Office of Education', whose head is the United States Commissioner of Education. The activities of this office are strictly limited to gathering, "such statistics and facts as shall show the condition and progress of education in the several states and territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."*

In 1922 a tentative classification of institutions of higher education was made for this office by their Specialist in Higher Education and this classification would have served admirably for the purposes of this study but its distribution was officially prohibited so its use here would be valueless.

The American Council on Education, organized during the world war to obtain the co-operation of educational institutions for national defense, was continued on a voluntary basis after that emergency had passed. Today it exerts a most powerful unifying influence upon higher education in this country. While not itself an accrediting agency the standards formulated by one of its committees have been adopted by certain of the regional associations. While it publishes lists of accredited colleges and

*Act of Congress, March 1, 1867. See Scientific Monthly for Feb., 1933.

universities these lists do not originate in the Council itself but are made up from the lists of the various regional associations.

It was natural that in the absence of any federal regulation that the schools and colleges should organize into cooperative organizations. The first of these was the New England Association of Colleges and Preparatory Schools organized in 1884 that assumed this (its present) name in 1914. This organization was followed in 1888 by the Association of Colleges and Preparatory Schools of the Middle States. At the present time the entire country is covered by these so called 'Regional Associations' which undertake through their membership to exercise a certain amount of co-operation among the members in their respective areas.

The Association of American Universities includes in its membership more especially those institutions particularly interested in graduate work and has published a list of those of its members that have proven their ability to prepare students to do successful work in the graduate schools of the institutions that are members of the Association.

The departments of education of the several states while exercising supervision of the lower schools have regulated to a varying degree the colleges and universities within their borders. The State of New York, through a body of men known as the Regents of the University of the State of New York, exercise rather complete control over the institutions of higher learning within that state since their degree granting power is derived from this body. The Regents have for many decades functioned as an evaluating agency in that by inspection and other means they have determined the ability of any college to send students to the colleges and universities within this state. This state has developed such a strong and definite policy in this respect that it has become the practice of the colleges in many other states to make use of the New York State list of approved colleges.

Therefore, while there is no official federal classification of colleges in this country, the informal classification that exists lies in the standards set up by the various voluntary college and university organizations, by state departments of education, by church boards of control and by certain educational foundations.

TABLE 26.

FREQUENCIES OF EACH OF THE SEVERAL HIGHEST DEGREES HELD AND THE CLASS OF COLLEGE FROM WHICH THEY WERE RECEIVED FOR TEACHERS COLLEGES AND FOR LIBERAL ARTS COLLEGES

	ASSOC. OF AMERICAN UNIVERSITIES			NEW YORK STATE			REGIONAL ASSOCIATIONS			NO. DEG. CURRECOG-NIZED	TOTAL NUMBER	INBREED-ING NUMBER
	B.A.	M.A.	PH.D.	B.A.	M.A.	PH.D.	B.A.	M.A.	PH.D.			
MASSACHUSETTS												
Men	4	12	4	.....	.....	.....	2	.....	.....	16	38	5
Women	16	13	.....	.....	.....	.....	4	1	.....	20	54	5
Both	20	25	4	.....	.....	.....	6	1	.....	36	92	10
VIRGINIA												
Men	.....	17	16	.....	.....	.....	.....	.....	.....	.....	33	.....
Women	27	34	8	.....	.....	.....	15	.....	.....	6	90	15
Both	27	51	24	.....	.....	.....	15	.....	.....	6	123	15
OKLAHOMA												
Men	15	49	7	4	5	.....	11	4	1	2	98	6
Women	6	27	.....	2	4	.....	10	.....	.....	3	52	7
Both	21	76	7	6	9	.....	21	4	1	5	150	13
SOUTH DAKOTA												
Men	13	28	2	7	.....	.....	12	.....	.....	.....	62	7
Women	18	19	2	7	3	.....	13	2	.....	12	76	8
Both	31	47	4	14	3	.....	25	2	.....	12	138	15
CALIFORNIA												
Men	18	35	16	1	.....	.....	4	.....	.....	6	80	6
Women	9	22	3	1	.....	.....	2	.....	.....	3	40	2
Both	27	57	19	2	.....	.....	6	.....	.....	9	120	8
ALL FIVE STATES												
Men	50	141	45	12	5	.....	29	4	1	24	311	24
Women	76	115	13	10	7	.....	44	3	.....	44	312	37
Both	126	256	58	22	12	.....	73	7	1	68	623	61
LIBERAL ARTS COLLEGE												
Men	37	115	87	21	16	8	6	2	2	16	310	24
Women	67	64	41	19	2	.....	2	.....	.....	11	206	7
Both	104	179	128	40	18	8	8	2	2	27	516	31

In the standards set up by the organizations mentioned above, faculty members are to possess certain 'recognized' degrees.

The American Council on Education has published lists of the many and various colleges in this country and has indicated the agencies recognizing them.

BASES OF EVALUATION OF DEGREES. These agencies seem to fall readily into three divisions, carrying with them the colleges and universities which through membership or association look to them to exercise the function of evaluation. In the first group are those colleges and universities which are affiliated with the Association of American Universities and are also generally recognized by the two prominent educational foundations. In the second group are those colleges whose widest recognition is by the Regents of the University of the State of New York. In the third group are those colleges which do not qualify, for one reason or another, under the New York State Regents standards, but are recognized by their own regional association. Of course, there are also institutions whose only recognition is by their own state department of education, their own state university, or by the board of control of their own church denomination.

In Tables 26 and 27, in the first major column, headed "Association of American Universities," are tabulated the frequencies and percentages of the members of the faculties of state teacher colleges and liberal arts colleges who received their highest degree from a college or university which is a member of, or is recognized by, this association or one or both of the educational foundations. In the second major column are tabulated those whose highest degree was obtained from a college or university whose widest recognition is that of the New York State Regents. So, also, are tabulated in the third major column those whose highest degree was obtained from a college whose widest recognition was that of the regional association. In the next column are tabulated those who either have no degree or whose degree was obtained from a college recognized only by its own state department or having no recognition at all. In the last column, captioned 'Inbreeding,' are tabulated the frequencies and per-

centages of what might be termed inbreeding of the first degree, i.e. those whose highest degree (usually their only) was obtained from the college of whose faculty they are now a member, without any great amount of intervening study at other colleges. This degree was, in some few cases, obtained as recently as the commencement preceeding their engagement.

KIND OF DEGREES HELD. There are strictly speaking no official standard degrees in this country. In the single columns of Tables 26 and 27 are tabulated the frequencies and percentages of the usual degrees and some unusual degrees in cases where they have been granted by colleges or universities of unquestioned standing. During this study some of the most unusual degrees were encountered, and some that were obtained under extraordinary circumstances. The following notations throw some light on this phase: "B.A. degree, undergraduate requirements met by special reading and examination after about ten years of experience," "Ph.D. degree not honorary but based upon correspondence and examinations." These two degrees were granted by listed liberal arts colleges whose widest recognition, however, is limited to their own state departments of education. The first case had matriculated for a higher degree in a college possessing wider recognition.

Under the single column with the caption 'B.A.' were tabulated the usual baccalaureate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Philosophy, Bachelor of Letters, Bachelor of Science in Education, Bachelor of Laws, and any other bachelor's degrees that required four years of study beyond a secondary education. Under the single column with the caption 'M.A.' were placed the number of those holding as their highest degree, the degrees of Master of Arts, Master of Science, Master of Education and any other master's degrees that required one or two years of graduate study. Under the single column with the caption 'Ph.D.' were placed the number of those holding as their highest degree the degrees of Doctor of Philosophy, Doctor of Medicine, and any other doctor's degrees that required

TABLE 27.

PERCENTAGES OF THE TOTAL NUMBER OF FACULTY MEMBERS OF EACH STATE THAT HOLD EACH OF THE SEVERAL DEGREES AS THEIR HIGHEST AND THE CLASS OF COLLEGE FROM WHICH RECEIVED FOR THE TEACHERS COLLEGES OF THE FIVE STATES AND FOR THE LIBERAL ARTS COLLEGES

	ASSOC. OF AMERICAN UNIVERSITIES			NEW YORK STATE			REGIONAL ASSOCIATIONS			NO. DEG. UNRECOG-NIZED	TOTAL PER CENT	INBREED-ING
	B.A. %	M.A. %	PH.D. %	B.A. %	M.A. %	PH.D. %	B.A. %	M.A. %	PH.D. %	%		
MASSACHUSETTS												
Men	4	13	4	----	----	----	2	----	----	17	40	5
Women	18	14	----	----	----	----	4	1	----	23	60	5
Both	22	27	4	----	----	----	6	1	----	40	100	10
VIRGINIA												
Men	----	14	13	----	----	----	----	----	----	----	27	----
Women	22	28	6	----	----	----	12	----	----	5	73	12
Both	22	42	19	----	----	----	12	----	----	5	100	12
OKLAHOMA												
Men	10	32	5	3	3	----	7	3	1	1	65	4
Women	4	18	----	1	3	----	7	----	----	2	35	5
Both	14	50	5	4	6	----	14	3	1	3	100	9
SOUTH DAKOTA												
Men	10	20	1	5	----	----	9	----	----	----	45	5
Women	13	14	1	5	2	----	10	1	----	9	55	6
Both	23	34	2	10	2	----	19	1	----	9	100	11
CALIFORNIA												
Men	15	29	14	1	----	----	3	----	----	5	67	5
Women	7	18	3	1	----	----	2	----	----	2	33	2
Both	22	47	17	2	----	----	5	----	----	7	100	7
ALL FIVE STATES												
Men	8	22	7	2	1	----	5	1	----	4	50	4
Women	12	18	2	2	1	----	7	1	----	7	50	6
Both	20	40	9	4	2	----	12	2	----	11	100	10
LIBERAL ARTS COLLEGE												
Men	7	22	17	4	3	2	1	½	½	3	60	5
Women	13	13	8	4	----	----	----	----	----	2	40	1
Both	20	35	25	8	3	2	1	½	½	5	100	6

two or three years of graduate work. No tabulation was made of honorary degrees although not a few cases were met where the usual 'worked degree' had been awarded honorarily.

PROPORTION HOLDING VARIOUS KIND OF DEGREES. The most unusual aspect of Table 27 is the distribution for Massachusetts. This reveals that forty per cent of their teacher college instructors are without a college degree of any kind and that an additional seven per cent are holding degrees from colleges whose widest recognition is that of a regional association. It also shows that fifty-three per cent of their instructors hold degrees from colleges recognized by the Association of American Universities leaving the field of New York Regents recognition wholly unoccupied. In this latter respect Massachusetts appears to resemble Virginia and to a large extent California in which state only two per cent of its teachers college instructors received their highest degree from colleges whose widest recognition was that of New York State Regents.

Virginia has evidently eliminated those holding degrees from colleges whose widest recognition is that of a regional association except in so far as it has yielded to the temptation of immediately engaging her own graduates (12%). Virginia has nearly as large a proportion of its teacher college instructors (83%) with degrees from colleges recognized by the Association of American Universities as has California (86%). This showing compares favorably with the proportion of liberal arts college instructors (79%) holding this grade of degree and would seem to constitute a reasonable goal towards which, at the present time, all teachers colleges might work.

Oklahoma (69%) and South Dakota (59%) show a fair proportion of their teacher college instructors holding degrees from colleges recognized by the Association of American Universities, but they are ten and twenty per cent respectively below the percentages of those in the liberal arts colleges holding such degrees. It is to be noted that Oklahoma (10%) and South Dakota (12%) draw about one-tenth of their faculty members from colleges whose widest recognition is that of the New York State Regents.

Inbreeding seems to be about the same in all the teachers colleges studied and to be about twice that of the liberal arts colleges. More than a few cases were noted where June graduates began teaching in their alma mater in the fall without even so much as one summer of additional study and without any experience. Usually they were assigned to conduct classes in gymnastics, penmanship, or music, but in a few cases they were conducting classes in Freshman English and other subjects that were unquestionably producing for the students under their charge major credits toward the baccalaureate degree.

It seems only reasonable to expect that those who undertake to instruct students in any subject on the college level should themselves possess a college degree of some kind. Yet, there were found, in the teachers college group, to be a considerable proportion (11%) conducting college classes though they themselves possess no degree. Most of these teachers are conducting classes in music, physical education, and business subjects, but some are conducting classes in English and modern foreign languages. These modern foreign language teachers would not be allowed to teach any subject in a college in their own country without an appropriate degree or diploma, and there seems to be no logical reason why they should not be required to possess a recognized degree either from a college or university of their own country or from one of ours. The better showing indicated in this respect by the liberal arts colleges included in this study does not come from a better condition, in reality, but from the fact that one of the liberal arts colleges dealt with this troublesome problem quite effectively, if heroically, by granting to these members of its faculty an honorary master of arts degree.

The standards set up by the regional associations designate a college as an institution having a minimum of eight departments each, and they are uniform in their recommendation that the head of each such department shall possess a doctor's degree from a recognized college or university. Under these standards the fourteen teachers colleges included in this study should have on their combined faculties 112 heads of department with the doctor's degree, but Table 26 shows but fifty-eight members of these facul-

ties possessing this degree and only thirty-six of these are found to be heads of departments. Likewise the fourteen liberal arts colleges should have 112 members of their faculties with this degree and Table 26 shows them to have a total of 136 with such a degree. It is interesting to note that in both the teachers college group and in the liberal arts college group there were one or two with a Ph.D. degree obtained from a college which had its widest recognition from a regional association; also that eight of the Ph.D. degrees in the liberal arts group had their source in colleges which had their widest recognition by the New York State Regents. Apparently in the faculties of the teachers colleges there is a wide dearth of faculty members with doctor's degrees obtained from institutions that are members in the Association of American Universities.

TABLE 28.

FREQUENCY DISTRIBUTION OF THE NUMBER OF PROFESSIONAL COURSES TAKEN AS UNDERGRADUATE WORK BY THE MEMBERS OF THE FACULTIES OF 15 STATE TEACHERS COLLEGES AND 14 LIBERAL ARTS COLLEGES LOCATED IN FIVE SCATTERED STATES

	MASS.	VA.	OKLA.	S. DAK.	CAL.	ALL 5	L. ARTS
Prin. of Education	67	98	126	93	53	437	153
History Education	68	80	120	101	61	430	143
H. S. Teaching	36	38	98	47	59	278	54
Edu. Measurements	18	23	77	51	13	182	47
Practice Teaching	54	65	98	67	56	340	66
Philosophy of Edu.	37	51	77	39	20	224	73
Educational Socio.	27	49	55	43	33	207	21
Edu. Psychology	61	92	132	99	67	451	160
Edu. Administration	9	34	53	41	37	174	29
H. S. Administration	18	21	51	29	12	131	17
Elemen. Education	31	37	41	40	36	185	14
Primary Education	28	17	23	23	6	97	0
Supervision	22	25	45	40	14	146	19
Special Methods	13	43	40	44	31	171	43
Total No. Courses Taken	489	673	1036	757	498	3453	839
No. of Teachers	89	119	149	135	119	611	513
Av. No. Cour's/Tch.	5.5	5.7	7	5.6	4.2	5.7	1.6
No. Tak. No Courses	9	6	6	8	12	41	230

NUMBER OF UNDERGRADUATE PROFESSIONAL COURSES TAKEN. In Table 28 is shown the frequency distribution of professional courses taken as undergraduate work by members of the teachers college faculties and by members

of the liberal arts faculties. By professional course as tabulated in this table is meant a three semester hour course especially designed to prepare one to enter the profession of education. Certain fairly well recognized courses for this purpose are listed in college catalogues as 'education' or 'educational.' On this basis and on Learned's[14] studies on the professional preparation of teachers was compiled the list of such courses as appear on the questionnaire used for this study. The importance of Table 28 becomes evident when it is recalled that one-half of the teachers college instructors and one-third of the liberal arts instructors in the colleges included in this study are teaching on their first degree, or have not yet obtained that degree. (Table 27.) The

TABLE 29.

MEDIAN NUMBER OF PROFESSIONAL COURSES TAKEN BY THOSE WHO TOOK PROFESSIONAL GRADUATE WORK. ALSO THE PERCENTAGE TAKING NO GRADUATE PROFESSIONAL WORK FOR THE TEACHERS COLLEGES AND FOR THE LIBERAL ARTS COLLEGES

	MASS.	VA.	OKLA.	S. DAK.	CAL.	ALL 5	L. ARTS
Median Number of Courses Taken	4.0	4.9	4.0	4.0	4.0	4.2	3.5
Percentage Taking No Courses	20%	38%	36%	36%	43%	34%	91%

Table 29 is read thus; of the number taking professional graduate courses the median number of such courses taken by members of the teachers college faculties of Massachusetts is 4.0. The second line shows the percentages of those who have taken graduate work but who have included no professional courses.

TABLE 30.

RELATION OF GRADUATE AND UNDERGRADUATE MAJOR AND MINOR FIELDS TO SUBJECTS NOW TAUGHT FOR THE TEACHERS COLLEGES AND FOR THE LIBERAL ARTS COLLEGES

Per Cent of Instructors Now Teaching Subjects That Were Pursued as:	TEACHERS COLLEGES	LIBERAL ARTS COLLEGES
Undergraduate Major	19%	4%
Undergraduate Minor	5	8
Graduate Major	50	81
Graduate Minor	13	3
Special Courses	2	1
Some Subjects That Were Neither Major Nor Minor	5	3
All Subjects That Were Neither Major Nor Minor	7	0

average number of undergraduate professional courses taken by the instructors of the liberal arts colleges (1.6) is somewhat less than one-third the average number taken by members of the teachers college faculties. Wahlquist[32] in his study of the faculties of junior colleges found an average median number of undergraduate professional courses in that type of college to be 5.3. However, the teachers college instructor makes a rather poor showing outside of the three popular courses of Educational Psychology, Principles of Education and the History of Education. Only about one in two have had courses and experience in Practice Teaching. In fact, of the first six courses of special importance to teacher college instructors only the first two have been taken by a reasonably significant number. Less than one in three have had courses in the methods of presentation of their special subject and, in most cases, these courses delt with the presentation at the secondary school level. Most of those who

TABLE 31.

NUMBER OF TEACHERS COLLEGE INSTRUCTORS WHO HAVE TAKEN PROFESSIONAL COURSES

Number who have taken no professional courses	15	
Number who have taken only undergraduate professional courses	194	
Number who have taken both under.- and grad. prof. courses	358	
Number who have taken only graduate professional courses	49	616

have taken courses in special methods, the subjects have been art, music, modern foreign language, and physical education. Immediately the question presents itself: 'are mathematics and science so simple in their teaching aspects that no study of the methods of presentation is necessary?' The liberal arts colleges make a strikingly bad showing with respect to the professional courses taken, especially in the forty-five per cent who have apparently had no training at all in the professional side of their work. Possibly this lack in fact is not so serious as the attitude of mind reflected in the notations on the blanks as returned, which indicates not only that they have had no professional courses but that they are rather proud of it.[4] A few cases were encountered where the opposite view point was noted by individuals who had

enjoyed a maximum of educational opportunity but who expressed their regret at not having had a chance to pursue any professional courses.

It is notable that less than one in three of the liberal arts college instructors have had a course in the Principles of Education, less than one in three a course in the History of Education, and less than one in three a course in Educational Psychology. Each and every one of the other professional courses named in the questionnaire have been pursued in a far less degree.

NUMBER OF GRADUATE PROFESSIONAL COURSES TAKEN. Evidence from Table 29 indicates that teachers college instructors who have taken graduate professional courses have taken a median number of 4.2 such courses. The second line shows that whereas one-third of all teachers college instructors who have taken graduate work have failed to take any graduate professional course, ninety-one per cent of all the liberal arts instructors, included in this study, who have taken graduate work failed to take any such courses. Practically all of both groups have taken some graduate work. It is, perhaps, surprising that the small proportion (9%) of the liberal arts instructors who pursued such courses took nearly the same median number of courses (3.5) as did the teachers college instructors (4).

The relatively large number of teachers college instructors not taking such courses is surprising. Massachusetts shows evidence of her belief in such courses since eighty per cent of her teachers college instructors who have taken graduate work have included professional courses in their program of graduate study. About two-thirds of the teachers college instructors have made this graduate preparation, and there are indications that this proportion is increasing. If the other third could be brought up to the point where they had completed four graduate professional courses, they would all have completed the average number of courses now possessed by two-thirds of their fellow instructors.

From the ninety-one per cent of the liberal arts instructors who have pursued no graduate professional courses, although nearly all of them hold advanced degrees, (Table 26) it might

be inferred that the conviction still holds in these colleges that knowledge of subject matter alone is sufficient to guarantee its efficient presentation.

RELATION OF SUBJECTS TAUGHT TO MAJOR AND MINOR FIELDS. In the relation of the subject now being taught to the major and minor fields of their college work, the liberal arts college instructors seem to present a situation more nearly that which would be expected with eighty-one per cent of them teaching in their major field. Perhaps the opinion sometimes expressed that teachers college instructors are deficient in content knowledge may be partly due to mal-adjustment in this matter. With only fifty per cent teaching in their major field and with twelve per cent teaching partly or entirely in fields that were neither major nor minor in their undergraduate or graduate work, their assignments are surely out of adjustment. Twenty-three per cent of the teachers college instructors were found to be teaching their undergraduate majors although they possessed graduate degrees in different fields. One-third of those teaching their undergraduate minors possessed higher degrees. Cases where instructors with the doctor's degree were found teaching their undergraduate minor, make it appear as if poor use was being made of good material.

There is evidence that in the case of teachers with some years in the service, experience has weighed more heavily than education in their selection for their present positions (Table 36). There were a few cases of what is presumably an ideal split program in which the subjects taught were confined wholly to graduate major and minor fields. There were found also a few cases in which no evidence was submitted that the individuals had pursued more than a single course, either graduate or undergraduate, in the subjects they were teaching.

Instances of those holding higher degrees, especially the doctorate, teaching out of their fields were rare; rare also were the cases of teachers of the special subjects of art, music and home economics teaching out of their fields. No cases appeared where instructors of mathematics or science were teaching other sub-

jects. Instructors of physical education and hygiene frequently showed no relation between their education and their present activity. For example, a person majoring in social studies was found to be occupying the position of coach and instructor of hygiene. An appreciable number of foreign modern language teachers did not indicate under item III-10 that they had ever studied in any country where their language specialty was spoken. On the other hand an individual holding diplomas from both French and German secondary schools and a degree from a French college was found teaching Freshman English. A difference was found in this matter among the five states studied. No instance was reported from California where a teachers college instructor was teaching outside of his major field.

TABLE 32.

FREQUENCY DISTRIBUTION OF THE AVERAGE NUMBER OF STUDENTS MET BY INSTRUCTORS IN THE TEACHERS COLLEGES AND IN THE LIBERAL ARTS COLLEGES

NUMBER OF STUDENTS MET.	TEACHERS COLLEGES	COLLEGES LIBERAL ARTS
30—39	17	7
40—49	41	19
50—59	44	21
60—69	53	25
70—79	55	26
80—89	61	29
90—99	78	30
100—109	67	52
110—119	26	18
120—129	13	15
130—139	10	11
140—149	24	8
150—159	35	6
160—169	48	6
170—179	13	10
180—189	7	7
190—199	11	1
200—209	.....	.....
210—219	7	.....
220—229	1	.....
230—239	3	.....
240—249	1	.....
250—259	.....	.....
260—269	1	.....
Number	616	291
[F|Q1(M)Q3|L]	[30|70(95)138|260]	[30|70(96)115|190]

In consideration of certain peculiarities of many teachers college curricula, namely the presence of undergraduate short courses, an inquiry was made into the number of individual students with whom the instructor comes into intellectual contact weekly. There would appear to be a great difference in the labor involved in meeting each week, three five-hour courses, five three-hour courses or eight two-hour courses. Then there should be considered the extreme possibility of having an instructor meet fifteen one-hour courses. The courses in public speaking, for example, frequently meet but once a week. Neither the student hour load nor the teaching load measures this difference any more than it measures the extra labor involved in teaching several different subjects simultaneously.

This distribution of the average number of different students met [30⟆70(*95*)138⟆260] for the teachers colleges and [30⟆70 (*96*)115⟆190] for the liberal arts colleges shows little difference for the lower limit, or for the first or second quartile. The third quartile and the upper limit, however, show a much greater spread in the upper ranges for the teachers colleges. It occurs to one that the mere keeping of the records for as many as 260 students would be no small task. In this tabulation physical education and music were not included as this kind of work is so broken up into unusual units as to make its tabulation in any comparable way almost impossible. The average numbers were obtained by adding the number of students of both semesters and dividing by two and in this way equalizing the uneven student load that frequently occurs in two succeeding semesters. The numbers for the teachers colleges having a twelve week term and for those having a nine week term were treated in a corresponding manner so that this distribution gives the average number of different students met per week. Some classes met two times per week, some met three times per week, and some met four times per week. The necessary information was not directly at hand to calculate the student hour load. The number of students of only those teachers college instructors carrying a full time teaching load were tabulated. The number of students of part-time teachers and those working on a split schedule of teaching and supervising

were not included. Ancient and modern language instructors in the teachers colleges were found to be carrying a very light student load, with the various sciences coming next. Very heavy student loads were carried by social studies teachers and the teachers of English. One class reporting 240 students was an orientation course and evidently was but a lecture course given to all Freshmen at one time.

TABLE 33.

TEACHING LOAD. DISTRIBUTION OF THE NUMBER OF SIXTY MINUTE PERIODS OF TEACHING DONE EACH WEEK BY INSTRUCTORS IN THE TEACHERS COLLEGES AND IN THE LIBERAL ARTS COLLEGES

PERIODS PER WEEK	TEACHERS COLLEGES	LIBERAL ARTS COLLEGES
8	22	5
9	19	27
10	16	19
11	18	21
12	60	57
13	32	34
14	51	20
15	90	90
16	105	14
17	49	5
18	41	.....
19	28	.....
20	31	.....
21	16	.....
22	27	.....
23	13	.....
Number	618	292
[F⟨Q1(M)Q3⟩L]	[8⟨13.6(16)18⟩23]	[8⟨12(13.5)15.4⟩17]

In the distribution of the number of class periods per week [8⟨13.6(*16*)18⟩23] for the teachers college instructors and [8⟨12(*13.5*)15.4⟩17] for the liberal arts instructors and teachers of art, music, home economics, library science, and physical education were omitted. Laboratory periods were counted at one-half the time rate of lecture periods. The lower limits and the first and second quartiles compare reasonable well, but the third quartile and the upper limit of the teachers college schedules certainly should be reduced if the instructor is to be expected to keep up with the advancement in his field, to revise and enrich his courses, and to advance himself by doing constructive study.

TABLE 34.

DISTRIBUTION OF THE NUMBER OF YEARS EXPERIENCE OF TEACHERS COLLEGE INSTRUCTORS PRIMARILY IN TEACHERS COLLEGES AND SECONDARILY IN LIBERAL ARTS COLLEGES—ALSO THE NUMBER OF YEARS OF EXPERIENCE FOR LIBERAL ARTS COLLEGE INSTRUCTORS PRIMARILY IN LIBERAL ARTS COLLEGES AND SECONDARILY IN TEACHERS COLLEGES

YEARS	T. C. INST. PRIMARY EXPERIENCE	T. C. INST. SECONDARY EXPERIENCE	L. A. INST. PRIMARY EXPERIENCE	L. A. INST. SECONDARY EXPERIENCE
1	78	40	28	23
2	72	31	35	7
3	69	29	25	9
4	46	21	31	2
5	34	11	63	3
6	39	7	41	4
7	51	5	45	5
8	24	2	52	2
9	36	5	21	.....
10	21	4	32	.....
11	12	3	19	5
12	6	.....	23	3
13	8	2	4	.....
14	4	.....	7	2
15	18	.....	11	.....
16	15	.....	10	.....
17	13	.....	3	1
18	2	.....	7	.....
19	3	.....	1	.....
20	11	.....	12	.....
21	13	1	8	.....
22	9	.....	3	.....
23	.....	.....	9	.....
24	.....	.....	3	.....
25	5	.....	2	.....
26	1	.....	2	.....
27	3	.....	1	.....
28	.....	.....	2	.....
29	.....	.....	.....	.....
30	3	.....	1	.....
31	.....	.....	1	.....
32	.....	.....	1	.....
33	1	.....	.....	.....
34	.....	.....	.....	.....
35	.....	.....	1	.....
36	.....	.....	.....	.....
37	.....	.....	1	.....
38	.....	.....	.....	.....
39	.....	.....	.....	.....
40	1	.....	1	.....
41	.....	.....	.....	.....
42	1	.....	.....	.....
		23%		13%
Number	599	161	506	66
	[1|3(6.0)10|42]	[1|2(3.3)4.9|21]	[1|5(7.7)11|40]	[1|1.7(3.3)7.3|17]

There appears to be no great difference between the two groups in regard to the distribution of the number of years in their primary experience. However, the median for the liberal arts colleges indicates 1.7 years longer tenure than the median for the teachers colleges. In the third quartiles of the distributions of secondary experience a difference of 2.6 years appears in favor of the liberal arts college instructor. In other words, the liberal arts college instructors included in the second and third quartiles (the older and more experienced) have a longer tenure both in their present liberal arts positions and in their past teachers college experience.

About thirteen percent of the liberal arts instructors have had experience in teachers colleges or normal schools, and twenty-seven per cent of the teachers college instructors have had experience in liberal arts colleges. The primary experience distribution is based, therefore, upon several times the number of cases than the secondary experience distribution, and so is much more reliable.

TABLE 35.

SHOWING THE PERCENTAGES OF THE DIFFERENT KINDS OF PRIMARY AND SECONDARY EXPERIENCE POSSESSED (OVERLAPPING GROUPS) BY INSTRUCTORS IN THE TEACHERS COLLEGES AND IN THE LIBERAL ARTS COLLEGES

PERCENTAGE OF INSTRUCTORS HAVING:	ELEMENTARY EXPERIENCE	SECONDARY EXPERIENCE	NORMAL EXPERIENCE	LIB. ARTS EXPERIENCE	ADMINISTRATIVE EXPERIENCE
Teachers Colleges	62	76	100	25	14
Liberal A. College	16	47	12	100	5

Of the 607 teachers college instructors reporting on this item, sixty-two per cent had had elementary school experience, seventy-six per cent had had secondary school experience, twenty-five per cent had had liberal arts college experience, and fourteen per cent had had purely administrative experience. Of the 506 liberal arts college instructors reporting on this item sixteen per cent had had elementary school experience, forty-seven per cent secondary, twelve per cent normal, and only five per cent had had purely administrative experience. Since a single individual may have had a combination of two, three, or even four different kinds of

experience before entering into his present type of work the groups are overlapping. But, since both groups are overlapping, the table indicates that a large proportion of the teachers college instructors have had experience in elementary schools, secondary schools, or both before undertaking normal school instruction on the college level. The table seems to indicate that the teachers college group have had a much wider and richer experience than the liberal arts group.

TABLE 36.

Showing the Percentages of the Different Combinations of Primary and Secondary Experience Possessed (Groups Mutually Exclusive) by Instructors in the Teachers Colleges and in the Liberal Arts Colleges

					TEACHERS COLLEGES	LIB. A. COLLEGES
1.	Elementary	Secondary	Normal	L. A. College	14%	3%
2.	Elementary	Secondary	Normal		31	#
3.	Elementary		Normal		12	#
4.	Elementary		Normal	L. A. College	3	3
5.		Secondary	Normal		21	#
6.		Secondary	Normal	L. A. College	5	4
7.			Normal	L. A. College	5	3
8.					9	#
9.	Elementary	Secondary	Normal	L. A. College	#	8
10.		Secondary		L. A. College	#	30
11.				L. A. College	#	49

Item one of Table 36 reads that fourteen per cent of the teachers college instructors who are now, of course, doing teachers college work have had previous experience in elementary schools, in secondary schools and in liberal arts colleges; and that three per cent of the liberal arts college instructors who are now doing that type of work have had previous experience in elementary schools, in secondary schools, and in normal schools or teachers colleges. Since the groups in this table are mutually exclusive the sum of the vertical items numbered one, two, five, and six shows that seventy-one per cent of the teachers college instructors have had secondary school experience, whereas the sum of the vertical items numbered one, six, nine, and ten shows that forty-five per cent of the liberal arts instructors have had secondary school experience.

Again, since the items of this table are mutually exclusive, the sum of the vertical items numbered one, four, six, and seven shows that the teachers colleges have drawn twenty-seven per cent of their number from liberal arts college faculties inasmuch as they are now doing work in teachers colleges and have had previous experience in liberal arts colleges. The sum of the same items under the liberal arts column indicates that the liberal arts colleges have drawn thirteen per cent of their number from the teachers college faculties inasmuch as they are now teaching in liberal arts colleges and have had previous experience in normal schools or teachers colleges. It seems probable then that twice as many liberal arts instructors go to the teachers colleges as teachers college instructors go to liberal arts colleges. It was noted that a number of teachers college instructors reporting as having had experience in liberal arts colleges indicated "in summer school only."

There is a marked difference in the forty-nine per cent of the liberal arts college instructors who reported as having had experience in that type of institution alone when compared to the nine per cent of the teachers college instructors who reported as having taught only normal school work.

PUBLICATIONS. As one measure of the value to society of scholastic attainment is the amount of published material, an inquiry into this kind of activity revealed the following results for the colleges included in this study.

Of the 617 teachers college instructors reporting this item 53 individuals, or eight and one-half per cent, indicated the publication of 121 books or an average of 2.3 books per author. While of the 507 liberal arts college instructors reporting this item 106 individuals, or twenty-one per cent, indicated the publication of 234 books or an average of 2.2 books per author. Thus there are two and one-half as many members of the liberal arts college faculties as there are members of the teachers college faculties who have published books. The average number of books per author is the same. The type of publications reported varied all

the way from learned scientific treatises of national recognition down to rather insignificant elementary text books which had not gained more than local use.

Sengren*, in his study of the production of periodic literature by these groups, concluded that the teachers colleges 'produced only about one-third of what they might logically be expected to produce.' However, in his study he included the normal schools with the teachers colleges, and the universities with the other colleges. He reported fourteen per cent production of periodic literature for the other colleges which is in some respects comparable with the twenty-one per cent production of published books found in this study.

The following notation, made on the blank of a man unusually well equipped to produce worth while material, indicates an unfortunate attitude of mind; "The Cuban army was nearly all officers. As a high private in the educational army I have chosen to be a reader of books and may the Lord punish me and punish me severely if I depart from this policy."

SUMMARY. While there is no official federal classification of colleges in this country what informal standardization that exists comes; from various voluntary organizations; from state departments of education; from church boards of control and from certain educational foundations. At the present time it would appear reasonable to expect eighty per cent of college instructors to hold degrees obtained from colleges recognized by the Association of American Colleges. The average number of undergraduate professional courses taken by the instructors of the liberal arts colleges is somewhat less than half the average number taken by members of the faculties of the teachers colleges. One third of the teachers college instructors who have taken graduate work have failed to take any professional graduate courses, while ninety-one per cent of the liberal arts college instructors included in this study and who have taken graduate work have failed to take any such courses. Two-thirds of the teachers college instructors have taken four graduate professional courses. There

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is a marked difference in the forty-nine per cent of liberal arts college instructors who reported as having had experience in that type of institution alone when compared to the nine per cent of the teachers college instructors who reported as having had no other experience than their present kind of work. As judged by the number of books published, the teachers college faculties are about half as productive as the liberal arts college faculties.

VI

BEFORE AND AFTER 1920

Since the selection of the states for this study was determined partly by the date at which they made the change from the typical two-year normal school to the four year teachers college, the question naturally arises as to whether or not those states that made this change before 1920 had or had not progressed farther in faculty improvement than those colleges in the 1920 group. Then, another question arises, namely, have the states which made this change more recently than 1920 made slower or faster progress in faculty improvement than the group mentioned above? In other words, it seemed necessary to ascertain whether time was or was not the controlling factor in this movement. Using as a guide Diagram 1, on page three, which gives that date of change, it was decided to obtain information from teachers colleges in: Ohio (date 1914), Indiana and Illinois (date 1907), North Dakota (date 1925) and Pennsylvania (date 1926-27). It was also hoped that a study of these longer and more firmly established teachers colleges would furnish a kind of standard of comparison by which to judge the more recently created teachers colleges. Especially was this the case as it had been the desire from the beginning that this study would develope some kind of approximate method for the evaluation of teachers college faculties.

Accordingly, a limited sample of approximately one hundred cases was obtained from each of the states mentioned. In some of the states this number represented the faculty of one large teachers college while in others it represented the faculties of two smaller colleges. In either instance the unit of sampling used in the first part of the study, namely the entire faculty, was adhered to. For Pennsylvania all information was obtained from a similar study just completed by the Department of Public Instruction of that State and consisted of data from 638 instructors. It was not deemed necessary for this part of the study to

TABLE 37.

FREQUENCIES OF EACH OF THE SEVERAL HIGHEST DEGREES HELD BY MEMBERS OF THE TEACHERS COLLEGE FACULTIES OF THE FIVE STATES COMPARED WITH THOSE OF SEVERAL OTHER STATES AS TO THE CLASS OF COLLEGE FROM WHICH THEY WERE RECEIVED

	ASSOC. OF AMERICAN UNIVERSITIES			NEW YORK STATE			REGIONAL ASSOCIATIONS			NO. DEG. UNRECOG.	TOTAL
	B.A.	M.A.	PH.D.	B.A.	M.A.	PH.D.	B.A.	M.A.	PH.D.	NO.	NO.
ALL FIVE STATES											
Men	50	141	45	12	5	....	29	4	1	24	311
Women	76	115	13	10	7	....	44	3	....	44	312
Both	126	256	58	22	12	....	73	7	1	68	623
OHIO											
Men	2	34	26	....	....	....	....	....	....	1	63
Women	5	28	8	....	1	....	....	....	....	....	42
Both	7	62	34	....	1	....	....	....	....	1	105
NORTH DAKOTA											
Men	3	34	8	....	2	....	2	....	....	2	51
Women	8	41	....	1	....	....	....	....	....	....	50
Both	11	75	8	1	2	....	2	....	....	2	101
SELECTED COLLEGE											
Men	....	17	16	....	....	....	....	....	....	....	33
Women	....	8	4	....	....	....	....	....	....	....	12
Both	....	25	20	....	....	....	....	....	....	....	45
INDIANA											
Men	2	21	12	....	....	....	3	3	....	....	41
Women	1	24	5	....	1	....	2	4	....	1	38
Both	3	45	17	....	1	....	5	7	....	1	79
ILLINOIS											
Men	6	14	8	....	....	....	....	....	....	....	30
Women	6	30	6	....	....	....	4	....	....	2	48
Both	12	44	14	....	....	....	4	....	....	4	78
PENNSYLVANIA*											
Men }	....	....	....	....	....	....	....	....	....	1(doc)	....
Women }	....	....	....	....	....	....	....	....	....	6(mas)	....
Both	(139)	389	56	....	18	2	....	1	....	26(no)	638

*Data from study made by Department of Public Instruction.
(139) Not distributed or evaluated.

TABLE 38.

PERCENTAGES OF EACH OF THE SEVERAL HIGHEST DEGREES HELD BY MEMBERS OF THE TEACHERS COLLEGE FACULTIES OF THE FIVE STATES COMPARED WITH THOSE OF SEVERAL OTHER STATES AS TO THE CLASS OF COLLEGE FROM WHICH THEY WERE RECEIVED

	ASSOC. OF AMERICAN UNIVERSITIES			NEW YORK STATE			REGIONAL ASSOCIATIONS			NO. DEG. UNRECOG.	TOTAL PER
	B.A.	M.A.	PH.D.	B.A.	M.A.	PH.D.	B.A.	M.A.	PH.D.	PER CENT	CENT
	%	%	%	%	%	%	%	%	%	%	%
ALL FIVE STATES											
Men	8	22	7	2	1	....	5	1	....	4	50
Women	12	18	2	2	1	....	7	1	....	7	50
Both	20	40	9	4	2	....	12	2	....	11	100
OHIO											
Men	2	32	25	....	....	....	....	....	....	1	60
Women	5	26	8	....	1	....	....	....	....	....	40
Both	7	58	33	....	1	....	....	....	....	1	100
NORTH DAKOTA											
Men	3	34	8	....	2	....	2	....	....	2	51
Women	8	41	....	1	....	....	....	....	....	....	50
Both	11	75	8	1	2	....	2	....	....	2	101
SELECTED COLLEGE											
Men	....	38	35	....	....	....	....	....	....	....	73
Women	....	17	10	....	....	....	....	....	....	....	27
Both	....	55	45	....	....	....	....	....	....	....	100
INDIANA											
Men	2	27	15	....	....	....	4	4	....	....	52
Women	2	30	6	....	1	....	2	5	....	1	48
Both	4	57	21	....	1	....	6	9	....	1	100
ILLINOIS											
Men	8	18	10	....	....	....	....	....	....	2	38
Women	8	38	8	....	....	....	5	....	....	3	62
Both	16	56	18	....	....	....	5	....	....	5	100
PENNSYLVANIA*											
Men	....	....	....	....	....	....	....	....	....	....	....
Women	....	....	....	....	....	....	....	....	....	....	....
Both	(22)	61	9	....	3	....	....	....	....	....	100

(22) Not distributed or evaluated.

carry into tabulation all of the various items on the 'blank of inquiry' but only those dealing with formal academic accomplishments and those dealing with the quantity and kind of experience.

This decision was based on two items: First, that the major purpose of this study is an inquiry into the professional status of teachers college instructors; secondly, that the economic status has changed so rapidly during the two years the study has been in progress that an up to date consideration of these phases would require the collection of new data.

From a cursory examination of Table 38 it immediately becomes evident that when the faculties are judged by the quality of the academic degrees possessed, the length of time since establishment is not the controlling factor. While North Dakota and Pennsylvania made the change but six or seven years ago they have as high a percentage of their faculties with degrees from colleges and universities which are members of, or are recognized by, the Association of American Universities, as have Ohio and Indiana which made this change nineteen and twenty-six years ago respectively. However, these comparisons are too gross to show the significant differences that appear in the ultimate analysis.

During the process of tabulation one teachers college appeared that had a faculty composed ONLY of instructors possessing either the master's or doctor's degree, and these degrees were obtained ONLY from colleges and universities that were members of the Association of American Universities. This faculty was so unique that it was tabulated separately and labeled, 'a selected college'. Wtih 55 per cent of its faculty holding master's degrees and 45 per cent doctor's degrees it is superior in this respect to any of the liberal arts colleges included in this study. It appears to represent the ultimate for the present in the quality of degrees held. This faculty, likewise, illustrates the tendency to increase the proportionate number of men on teachers college faculties. "As far as is known, there is no standard by means of which one can ascertain the proportionate number of men and women (faculty) desirable in a teacher preparation institution. It is agreed that contact with both men and women

DIAGRAM II

PERCENTAGES OF DEGREES OBTAINED FROM COLLEGES AND UNIVERSITIES WHICH ARE RECOGNIZED BY OR ARE MEMBERS OF THE ASSOCIATION OF AMERICAN UNIVERSITIES

instructors is desirable on the part of an applicant preparing to teach in the public schools."* In the 'selected college' the proportion of men to women is nearly three to one. Considering that most of the students are women preparing to teach in the public schools it would seem to be out of line with present practice and thought to increase farther this ratio.

In diagram 2 is displayed graphically the relative proportion of doctor's, master's and bachelor's degrees of the quality indicated in the first bracket (comprising the first three single columns) of Table 37. All other classifications of degrees are omitted from this diagram. In consideration of the high percentages down the right margin it appears that a teachers college desiring to have a faculty as well equipped with academic degrees as the more firmly established teachers colleges should have at least as large a proportion of degrees in the first bracket as have the smaller liberal arts colleges included in this study. Indeed, it would appear that such a teachers college should aspire to surpass this ratio and come into the classification containing certain outstanding teachers colleges which have a much larger proportion of these degrees than do these liberal arts colleges.

An analysis of this graph indicates that Pennsylvania has as large a proportion of this class of doctor's degrees as have the fourteen teachers colleges included in the main body of the study but a much smaller proportion than the smaller liberal arts colleges and a very much smaller proportion than certain outstanding teachers colleges of the country. The teachers colleges of Ohio which contributed to this study have a much larger proportion of this class of doctor's degrees than any of the other colleges studied either of the liberal arts type or of the teachers college type. It should be stated that Ohio took a significant step when in 1928 she established in the teachers colleges of the state an out and out liberal arts course leading to the A.B. degree. This course has no particular relation with the work of these colleges in the training of teachers. In taking this step this State has definately established state liberal arts colleges that come into complete competition with the older liberal arts colleges operating upon a

*Pennsylvania study of 1933.

private foundation. In this inovation the state has undertaken to furnish an arts education under very much the same general conditions that other states furnish an agricultural education in the land grant colleges or a technical and scientific education in the state universities. Accordingly, in regard to academic accomplishments, the state has raised the requirements for membership in a teachers college faculty so high that it surpasses in this respect most of the liberal arts college faculties of the country.

The two contributing North Dakota teachers colleges have no larger a proportion of those holding this class of doctor's degree than the fourteen teachers colleges originally studied. However, they make up for this deficiency by having a larger proportion of those holding this class of master's degree. It was found usually that a deficiency in the proportion of those holding the doctor's degree was compensated by an increased proportion of those holding the same class of master's degree. It appears that in fact the master's degree is becoming the minimum academic preparation for membership in the faculties of the more firmly established teachers colleges.

The faculty of the Indiana teachers college studied is well proportioned as to doctor's, master's and bachelor's degrees that are classified in the first bracket. Its weakness, however, is in the 18 per cent of its faculty that lies outside of the first bracket and this in turn is due largely to 11 per cent of inbreeding.

Table 39 shows a rather persistant agreement in the number of three-semester hour, professional courses taken by those who pursued this type of study as undergraduate work. The variation that appears in the number taking no undergraduate professional work can be realized better, perhaps, by consulting Table 40. The fact that Ohio shows more than twice the percentages for the five states or for North Dakota is due to the employment by this state for faculty membership people who were educated in colleges and universities giving no particular emphasis to education as a profession. On the other hand the sample from Indiana was comprised of the faculty of one large teachers college and shows no member who has not pursued one or more professional undergraduate courses. The figures would indicate that it is the

TABLE 39.

FREQUENCY DISTRIBUTION OF THE NUMBER OF PROFESSIONAL COURSES PURSUED AS UNDERGRADUATE WORK BY MEMBERS OF THE FACULTIES OF THE STATE TEACHERS COLLEGES IN THE ORIGINAL FIVE STATES AND IN SEVERAL OTHER STATES

NAME OF COURSE	FIVE STATES	OHIO	NO. DAK.	IND.	ILL.
Principles of Education	437	77	68	66	64
History of Education	430	62	69	59	51
Teaching in High School	278	51	41	36	35
Educational Measurements	182	29	31	26	20
Practice Teaching	340	46	62	57	63
Philosophy of Education	224	33	36	31	31
Educational Sociology	207	27	38	18	26
Educational Psychology	451	65	72	54	53
Educational Administration	174	38	38	19	25
High School Administration	131	27	19	16	18
Elementary Education	185	29	33	18	33
Primary Education	97	15	5	7	13
Supervision	146	18	14	17	22
Special Methods	171	27	29	35	32
Total Number of Courses	3453	544	555	459	486
Number Teachers Taking Same	611	99	98	79	78
Aver. Number Courses per Teacher	5.7	5.4	5.7	4.6	6.2
Number Taking No Courses	41	16	7	0	3

TABLE 40.

PERCENTAGE DISTRIBUTION OF THE NUMBER OF PROFESSIONAL COURSES PURSUED AS UNDERGRADUATE WORK BY MEMBERS OF THE FACULTIES OF THE STATE TEACHERS COLLEGES IN THE ORIGINAL FIVE STATES AND IN SEVERAL OTHER STATES

NAME OF COURSE	FIVE STATES %	OHIO %	NO. DAK. %	IND. %	ILL. %
Principles of Education	13	14	12	14	13
History of Education	12	11	13	13	10
Teaching in High School	8	9	8	8	7
Educational Measurements	5	5	6	5	4
Practice Teaching	10	9	11	12	13
Philosophy of Education	7	6	6	7	6
Educational Sociology	6	5	7	4	5
Educational Psychology	13	12	13	12	11
Educational Administration	5	7	7	4	5
High School Administration	4	5	3	3	4
Elementary Education	5	6	6	4	7
Primary Education	3	3	1	2	3
Supervision	4	3	2	4	5
Special Methods	5	5	5	8	7
	100%	100%	100%	100%	100%
Per Cent Taking No Courses	7%	16%	7%	0%	4%

policy of that college to employ no one for their faculty who has not made a specific study of education although it should be noted that the amount of such study is one whole course or twenty per cent less than for the other states.

The remarkable agreement in the proportionate number of times each of the several courses were taken by those who pursued this type of study would seem to furnish a very creditable measure of the relative popularity of the several courses. Especially would this appear to be the situation since these ten states are well scattered over the territory covered by this study.

It should be noted from Table 41 that the instructors in the teachers colleges in Ohio and North Dakota have pursued twice as many graduate courses in education as have the instructors in the teachers colleges in the five states first considered. The coincidence of the median number of courses taken and the percentage taking no graduate courses for Ohio and North Dakota was so unusual that a complete check was made, going back to the original questionaires to verify these figures. While it is well enough to consider the unrelated fact that approximately one-third of those in all the states studied have taken no graduate work in education the significant aspect of the situation is revealed in the differential between the proportion of those taking no such courses and the proportion of those possessing no advanced degree. In the instance of the five states where half (47%) of the instructors have no higher degree it is natural that a lesser proportion (34%) should be reported as having taken no graduate work in education. This leaves the twelve per cent between

TABLE 41.

MEDIAN NUMBER OF PROFESSIONAL COURSES TAKEN BY THOSE WHO PURSUED GRADUATE WORK AND ALSO THE PERCENTAGES OF THOSE WHO TOOK NO GRADUATE PROFESSIONAL COURSES FOR THE ORIGINAL FIVE STATES AND FOR SEVERAL OTHER STATES

	FIVE STATES	OHIO	NO. DAK.	IND.	ILL.	PENN.
Median Number of Courses Taken	4.2	8	8	5.6	5.4	
Percentage Taking No Graduate Prof. Courses	34%	38%	38%	30%	26%	
Percentage Possessing No Advanced Degree	47%	8%	15%	12%	29%	27%

the bachelor's and master's degree who, have pursued such courses but have not as yet attained the master's status. The situation in the other states is wholly different in that only about one-tenth do not have advanced degrees while about one-third of them have taken no work in education. That is, a large proportion of these people have passed the natural time for taking professional courses without doing so. These figures seem to indicate a tendency on the part of the stronger teachers colleges to follow in the path of the liberal arts colleges in having a faculty made up largely of members trained primarily in the factual and philosophical aspects of their subjects and ignoring their professional aspects. After all the prime function of a teacher is the transmission of knowledge despite the fact that this presupposes the possession of something worth transmitting.

TABLE 42.

Relation of Graduate and Undergraduate Major and Minor Fields to Subjects Now Taught for the Original Five States and for Several Other States

Percentage of instructors (in)	Five States	Ohio	No. Dak.	Ind.	Ill.
	%	%	%	%	%
Now Teaching Subjects Pursued As:					
Undergraduate Major	19	4	22	13	14
Undergraduate Minor	5	3	8	3	8
Graduate Major	50	70	52	67	68
Graduate Minor	13	20	7	8	3
Special Courses	2	0	0	8	0
Some Subjects Pursued As Neither Major Nor Minor	5	2	6	0	2
All Subjects Pursued As Neither Major Nor Minor	7	1	5	1	5
Total Number	(611)	(105)	(101)	(67)	(74)
Percentage Teaching on First Degree or Less	47%	8%	16%	11%	21%

Table 42 shows that in general teachers college instructors hold themselves primarily to teaching in their major field with a relatively small proportion working in their minor field. In Ohio 90 per cent out of 92 per cent holding advanced degrees are teaching in either their major or minor fields. In North Dakota 59 per cent out of 86 per cent are so working and in Indiana 75 per cent out of 85 per cent.

TABLE 43.

DISTRIBUTION OF THE NUMBER OF YEARS OF EXPERIENCE OF THE TEACHERS COLLEGE INSTRUCTORS PRIMARILY IN TEACHERS COLLEGES AND SECONDARILY IN LIBERAL ARTS COLLEGES FOR THE FIVE STATES AND FOR SEVERAL OTHER STATES

YEARS	FIVE STATES PRIMARY	FIVE STATES SECONDARY	OHIO PRIMARY	OHIO SECONDARY	NO. DAK. PRIMARY	NO. DAK. SECONDARY	INDIANA PRIMARY	INDIANA SECONDARY
1	78	40	14	3	6	13	2	3
2	72	31	11	5	5	9	5	2
3	69	29	9	4	29	1	12	2
4	46	21	13	11	7	1	3	.....
5	34	11	9	4	6	1	6	1
6	39	7	5	3	5	.....	1	.....
7	51	5	2	4	3	.....	4	.....
8	24	2	11	3	8	.....	6	.....
9	36	5	3	5	9	.....	2	1
10	21	4	2	.....	11	.....	5	.....
11	12	3	1	.....	5	.....	1	.....
12	6	.....	.....	.....	.....	.....	8	1
13	8	2	2	1	1	.....	1	.....
14	4	.....	1	3	1	.....	3	.....
15	18	.....	.....	2	1	.....	1	.....
16	15	.....	3	.....	.....	.....	2	.....
17	13	.....	2	.....	1	.....	.....	.....
18	2	.....	1	.....	.....	.....	1	.....
19	3	.....	1	.....	.....	.....	.....	.....
20	11	.....	2	.....	.....	.....	2	1
21	13	1	.....	.....	.....	.....	1	.....
22	9	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	1	.....	.....	.....	.....	.....
24	.....	.....	1	.....	.....	.....	1	.....
25	5	.....	.....	.....	.....	.....	.....	.....
26	1	.....	.....	.....	.....	.....	.....	.....
27	3	.....	.....	.....	.....	.....	.....	.....
28	.....	.....	1	.....	.....	.....	.....	.....
29	.....	.....	.....	.....	.....	.....	.....	.....
30	3	.....	.....	.....	.....	.....	1	.....
31	.....	.....	.....	.....	.....	.....	.....	.....
32	.....	.....	.....	.....	.....	.....	1	.....
33	1	.....	.....	.....	.....	.....	.....	.....
34	.....	.....	.....	.....	.....	.....	1	.....
35	.....	.....	.....	.....	.....	.....	.....	.....
36	.....	.....	.....	.....	.....	.....	1	.....
37	.....	.....	.....	.....	.....	.....	.....	.....
38	.....	.....	.....	.....	.....	.....	.....	.....
39	.....	.....	.....	.....	.....	.....	1	.....
40	1	.....	.....	.....	.....	.....	.....	.....
41	.....	.....	.....	.....	.....	.....	.....	.....
42	1	23%	.....	50%	.....	.....	.....	.....
						25%	.....	15%
Number	599	161	95	48	99	25	72	11
Median	6.0	3.3	5.0	5.0	5.5	2.0	8.5	3.0

It is evident from Table 43 that ordinarily a teachers college instructor remains in this kind of work from five to six years (median tenure). In Indiana where the sampling was confined to one college with a faculty of about one hundred, the median tenure was 8.5 years which is appreciably longer than that found for the smaller liberal arts colleges of this study, namely 7.7 years (Table 34). Also the members of this faculty have spent nearly the same number of years on liberal arts college faculties (3.0) as the members of the liberal arts college faculties have spent on teachers colleges faculties (3.3): although only 15 per cent of this faculty had had liberal arts college experience.

TABLE 44.

PERCENTAGES OF TEACHERS COLLEGE INSTRUCTORS POSSESSING VARIOUS KINDS OF EXPERIENCE FOR THE FIVE STATES AND FOR VARIOUS OTHER STATES (OVERLAPPING GROUPS)

PERCENTAGE OF INSTRUCTORS HAVING HAD:	ELEMENTARY EXPERIENCE %	SECONDARY EXPERIENCE %	NORMAL EXPERIENCE %	LIB. ARTS EXPERIENCE %	ADMINISTRATIVE EXPERIENCE %
Five States	62	76	100	23	14
Ohio	53	70	100	50	25
North Dakota	40	50	100	25	35
Indiana	74	81	100	20	12
Illinois	79	82	100	18	13
Pennsylvania	64	53	100	—	11

The figures indicate that in general one-quarter of the teachers college faculties have had previous experience on liberal arts college faculties. Ohio stands out in this respect with 50 per cent of the members of its teachers college faculties having had previously liberal arts college experience. This figure indicates that in making faculty adjustments coincident with the development of four year teacher training courses and the inovation of the A.B. courses, this state has drawn from the liberal arts college faculties about twice as heavily as is usual. The Pennsylvania study gives the median number of years in normal schools or teachers colleges as 4.6 years, but gives no figures to indicate previous liberal arts college experience.

In Table 44 are given the over all figures for the various kinds of experience. Of course these are over lapping groups but there are certain combinations of experience that occur more frequently than others. Nearly one-third of the number possess the elementary-secondary-normal combination, while one-fifth have the secondary-normal combination and one-eighth the elementary-normal combination. (Table 36).

SUMMARY: Chapter Six had two objects. The first of which was to determine whether or not the length of time that had elapsed since the change was made from a two year normal school to a four year teachers college was the predominant factor in influencing faculty changes. The second was to apply the methods and the norms of the first part of the study to various teachers colleges in several different states.

Apparently, elapsed time is not in itself the dominant factor in faculty improvement. While there is no denying the faculty superiority of these longer established teachers colleges, however, the changes seem to have been brought about by various incidental influences that were brought to bear during the elapsed time rather than being a function of time itself.

In the various tables the figures for the colleges in Ohio, North Dakota, Indiana, Illinois and Pennsylvania seem to agree in a substantial way with corresponding figures for the fourteen teachers colleges reported in the first five chapters.

VII

GENERAL SUMMARY AND CONCLUSIONS

From the distributions and central tendencies developed, an endeavor will be made to outline the typical teachers college instructor and the typical liberal arts college instructor in respect to their social economic and professional status. Certain outstanding differences have appeared and some approximate norms seem to have taken definite shape.

The typical teachers college instructor, as that individual appears in this study, may be equally either a man or a woman. If a man, he is about forty years of age with a practical certainty of being married and an even chance of having one dependable child. He, himself, was born in this country, probably in the same state in which he now finds himself, or at least in an adjoining state. The chances are that he came from an agricultural home of which both parents were native born and that he was one of five children. If this teachers college instructor happens to be a woman she is likely to be some two years younger, with a certainty of being unmarried and having no children or adults dependent upon her for support. In other social respects she does not seem to differ in any marked way from the male instructor.

The typical liberal arts college instructor, whether man or woman, is some years younger than the teachers college instructor. The chances of either he or she being married are even. The chances are that he was born farther afield than the teachers college instructor and the probability is one to two that he came from a home in which at least one of his two native born parents gained a livelihood in one of the professions. He probably has no dependent children and only an even chance of having one dependent adult, his wife. The presence of a rather large group of fairly young unmarried males is noted among the liberal arts college instructors.

The women in the teachers colleges are most decidedly in the better economic situation than the men especially when the near-

equality of compensation and the relatively light economic load of dependents are taken into consideration.

On an average, financially the liberal arts college instructor is better off than the teachers college instructor by virtue of receiving a higher compensation and having a lighter burden of dependents. Also he earns more from additional teaching as well as more from outside work other than teaching. This better financial condition is reflected in one phase by the greater proportion that carry life insurance and by the heavier policies carried.

Ten per cent more of the liberal arts college instructors hold degrees from institutions recognized by the group of institutions having membership in the Association of American Universities than do the teachers college instructors. Four times as many professional courses were taken by the teachers college instructors as were taken by the liberal arts college instructors. While there is a great difference in the relative numbers of those taking professional courses, it seems rather remarkable that the number of professional courses taken by those who took such courses does not differ to any great extent, and is approximately 5.5 courses for the members of each group.

It is important to note that while eighty-five per cent of the liberal arts college instructors are teaching in the field of their graduate major, only fifty per cent of the teachers college instructors are so teaching. The median number of years that teachers college instructors have been teaching in teachers colleges and the number of years that liberal arts college instructors have been teaching in liberal arts colleges does not differ materially. Likewise the median number of years that the teachers college instructors have taught in liberal arts colleges and the median number of years that liberal arts college instructors have taught in teachers colleges does not differ materially.

In conclusion: the administrator of a teachers college may expect on an average that seventy per cent of the faculty of that college shall hold degrees from institutions of high standing and that this percentage will be moving forward towards eighty; that seventy per cent of its members will have taken an average

of four professional graduate courses; that more than fifty per cent should be teaching in their major graduate field; that they should have had six years of experience in teachers college work and three years of experience in liberal arts college work; and that the men should be receiving $3,000 and the women $2,400 for the academic year. These are median tendencies.

In Chapter Six it has become apparent that the length of time that has elapsed since these colleges have changed to the four year basis is not in itself the dominant factor in faculty changes. There is no denying the faculty superiority of these longer established teachers colleges but the changes seem to have been brought about by various incidental influences that have occurred during the elapsed time rather than being a function of time itself.

The study seems to have furnished both method and norms by which in a few hours time it may be determined whether or not a faculty differs from those of certain other states or certain combinations of other states in respect to: the breadth of recognition given the source of the degrees held: the relative proportion in which these degrees are possessed: the amount and kind of professional work taken as graduate or undergraduate studies: and the relative amount and kind of college experience possessed.

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COLLEGE TEACHER SURVEY
BLANK OF INQUIRY

Return to Willard A. Ballou, Director of Adult Education
Junior College, Bridgeport, Connecticut

Returns will be treated as confidential and impersonal. In published reports identifications of institutions and individuals will be avoided. Publication of nation-wide survey should work to the advantage of the profession and the individual. This study has the endorsement of officials of the American Association of Teachers Colleges and the New England Association of Colleges and Secondary Schools.

If, without cost to you, you wish a resumé of this study, give your name and address here.....

I. Social Status:

Place check-marks in proper places, or supply appropriate figures or words.

1. Age (to nearest year).....Sex: Male.....Female.....
   Married: Yes.....No.....
2. Birthplace, name State.....Country, if foreign.....
3. Occupation of parent or guardian during your high school period.....
4. Nationality of father.....Nationality of mother.....
5. Number of older brothers.....Number now living.....
6. Number of younger brothers.....Number now living.....
7. Number of older sisters.....Number now living.....
8. Number of younger sisters.....Number now living.....
9. Number of dependent children.....in whole.....or in part.....
10. Number of dependent adults.....in whole.....or in part.....

II. Economic Status:

Place check-marks in proper places, or supply appropriate figures or words.

1. Salary for school year 1931-32 (in regular session).....$.....
2. Additional earnings through teaching
   In evening school, 1931-32.....$.....
   In extension courses, 1931-32.....$.....
   In summer school, summer of 1932.....$.....
3. Amount of earnings outside of teaching (nearest approximation)
   For Summer of 1932 $.....Nature of Work.....
   For Winter of 1931 $.....Nature of Work.....
4. If you supplement your regular salary (2 and 3 above), do you do so from choice....., or from necessity?.....

5. If you supplement your regular salary (2 and 3 above), would you rather prefer to devote your efforts entirely to your work in regular session? Yes.....No.....
6. Is your salary (1, 2 and 3) supplemented from private sources? Yes..... No.....
7. Is your life insured? Yes.....No.....What is the annual premium?..... allowance? Yes..... .....No.....
8. Does the institution (or state) in which you teach provide a retirement
9. Do you own an automobile? Yes.....No..... .....Give make and year.....
10. Have you spent a year or more in occupations other than teaching? Yes.....No.....

    If so, give nature of the work and the dates.

    ..... From.....To.....
    ..... From.....To.....
    ..... From.....To.....
    ..... From.....To.....

III. Professional Status:

Place check-marks in proper places, or supply appropriate figures or words.

Name degrees earned in regular course as Ph.D., Pd.D., M.A., M.S., B.A., B.S., etc.

1. Highest degree.....Institution.....Date.....
2. Second highest.....Institution.....Date.....
3. Third highest.....Institution.....Date.....
4. Honorary degree.....Institution.....Date.....
5. Other degrees.....Institution.....Date.....
6. Check PROFESSIONAL courses completed as *Undergraduate* work. If exact title is not listed check similar title. Do not check two titles for any one course.

    Principles of Education.....Educational Psychology.....
    History of Education.....Educational Administration.....
    Teaching in High School.....High School Administration.....
    Educational Measurements.....Elementary Education.....
    Philosophy of Education.....Primary Education.....
    Student or Practice Teaching.....Supervision .....
    Educational Sociology.....Special Methods in Art, Music, etc.....

7. List PROFESSIONAL courses completed as *Graduate* work (Edu. Soc. Edu. Psy., etc.)

    ....
    ....
    ....
    ....

8. UNDERGRADUATE major or subject of specialization.....
Undergraduate minor or minors.....

9. GRADUATE major.....GRADUATE minors.....

10. Attendance at a graduate school, or as a special student in art or music school, foreign universities, etc., since beginning teaching.

Name of Institution	Dates
.....	From.....to.....
.....	From.....to.....
.....	From.....to.....
.....	From.....to.....

enrollment.

11. List courses taught during this school year (1931-32) and give exact

1st Semester Courses	No. Stu.	2nd Semester Courses	No. Stu.
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

12. How many periods each week are spent in class room teaching?.....
Minutes per period?.....

13. How many periods each week are spent in laboratory teaching?.....
Minutes per period?.....

14. How many years have you spent teaching in academic colleges?....., in teacher colleges?.....

15. EXPERIENCE

		Kind of Position
Elementary school	Yes.....No.....	.....Number of years.....
Secondary school	Yes.....No.....	.....Number of years.....
Normal school	Yes.....No.....	.....Number of years.....
Teacher college	Yes.....No.....	.....Number of years.....
Regular college	Yes.....No.....	.....Number of years.....
Administration only	Yes.....No.....	.....Number of years.....

16. Have you had published any books? Yes.....No.....

Name of Book	Publisher and Date
.....	.....
.....	.....
.....	.....
.....	.....

TABLE 45.

STATE NORMAL SCHOOLS AND STATE TEACHERS COLLEGES

	STATE NORMAL SCHOOLS			STATE TEACHERS COLLEGE		
STATE	ORGANIZED	LOCATED AT	3 YR. CUR.	ORGANIZED	4 YEAR CURRICULA LOCATED AT	NO. DEG. GRANTED DURING 1929-30
1. Alabama	1872	Florence	No	1928	Florence	1st deg. in 1931
2.	1883	Jacksonville	No	1928	Jacksonville	
3.	1883	Livingston	No	1928	Livingston	
4.	1887	Troy	No	1928	Troy	
5.	1887	Montgomery	No		Montgomery	
6. Arizona	1885	Temple	No	1925	Temple	28
*7.	1899	Flagstaff	Yes		Flagstaff	
8. Arkansas	1908			1920	Conway	80
*9. California	1862			1921	San Jose	
10.	1897			1921	San Diego	160
11.	1914			1921	Arcata	22
12.	1904			1921	Chico	141
13.	1911			1921	Fresno	119
14.	1899		Yes	1921	San Francisco	132
15.	1909			1921	Santa Barbara	87
16. Colorado	1899			1911	Greeley 270-65 A.M.	
17.	1911			1920	Gunnison 42-4 A.M.	
18. Connecticut	1849	New Britain	No			
19.	1893	New Haven	No			
20.	1889	Willimantic	No			
21.	1904	Danbury	No			
22. Georgia	1889			1922	Athens	44
*23.	1913			1922	Valdosta	26
24.	1889			1922	Milledgeville	167
25. Idaho	1893	Albion	No			
26.	1893	Lewiston	No			
27. Illinois	1857			1907	Normal	150
28.	1873			1907	Carbondale	91
29.	1899			1907	Charleston	35
30.	1899			1907	DeKalb	34
31.	1902			1917	Macomb	84
32. Indiana	1870			1907	Terre Haute	306
*33.	1918			1925	Muncie B.T.C.	205
34. Iowa	1876			1909	Cedar Falls	341
35. Kansas	1863			1904	Emporia	
36.	1902			1913	Hays	93
37.	1903			1913	Pittsburg	
38. Kentucky				1922	Bowling Green	
39.	1906			1922	Richmond	54
40.	1923	Morehead	No	1923	Morehead	
41.	1923	Murray	No	1923	Murray	
42. Louisiana	1884			1918	Natchitoches	136
43. Maine	1864	Farmington	No	1927	Farmington	15
44.	1868	Castine	No			
45.	1879	Gorham	Yes			
46.	1903	Presque Isle	No			

STATE NORMAL SCHOOLS AND STATE TEACHERS COLLEGES (Continued)

	STATE NORMAL SCHOOLS			STATE TEACHERS COLLEGE		
STATE	ORGANIZED	LOCATED AT	3 YR. CUR.	ORGANIZED	4 YEAR CURRICULA LOCATED AT	NO. DEG. GRANTED DURING 1929-30
47.	1910	Machias	Yes			
48. Maryland	1925	Salisbury	Yes			
49.	1865	Towson	Yes			
50.	1902	Frostburg				
52. Massachusetts	1839		Yes	1921	Framingham	62
53.	1840			1921	Bridgewater	60
54.	1854			1921	Salem (Com.)	22
55.	1874			1921	Worcester	49
56.	1873			1921	Boston (Art)	
57.	1839	Westfield	No			
58.	1897	Lowell	Yes	1928	Lowell (Art)	6
59.	1895	Fitchburg	Yes	1931		
60.	1895	North Adams	Yes			
61.	1897	Hyannis	Yes			
62. Michigan	1849			1897	Ypsilanti	283
63.	1899			1918	Marquette	52
64.	1895			1918	Mt. Pleasant	115
65.	1904			1918	Kalamazoo	307
66. Minnesota	1858			1921	Winona	
67.	1869			1921	St. Cloud	
68.	1868			1921	Mankato	3
69.	1885			1921	Moorhead	19
70.	1902			1921	Duluth	19
71.	1913	(Opened 1919)		1921	Bemidji	8
72. Mississippi	1910			1922	Hattiesburg	137
73. Missouri	1871			1917	Kirksville	180
74.	1871			1919	Warrensburg	
75.	1873			1919	Cape Girardeau	92
76.	1906			1919	Springfield	181
77.	1906			1919	Mayville	
78. Montana	1897		Yes	1931	Dillon	
79. Nebraska	1867			1921	Peru	94
80.	1905			1921	Kearney	72
81.	1905			1921	Chadron	
82.	1909			1921	Wayne	
83. N. Hampshire	1870	Plymouth	Yes	1928	Plymouth	15
84.	1909	Keene	Yes	1928	Keene	23
85. New Jersey	1855	Trenton	Yes	1925	Trenton	29
86.	1908	Montclair	No	1927	Montclair	27
87.	1913	Newark	Yes			
88.	1921	Patterson	No			
89.	1923	Glassboro	No			
90. New Mexico	1893			1898	E. Las Vegas	25-9 A.M.
91.	1893			1923	Silver City	
92. New York	1844			1890	Albany	309
93.	1863	Oswego	Yes			
94.	1866	Brockport	Yes			
95.	1866	Cortland	Yes			

STATE NORMAL SCHOOLS AND STATE TEACHERS COLLEGES (Continued)

	STATE NORMAL SCHOOLS			STATE TEACHERS COLLEGE		
STATE	ORGANIZED	LOCATED AT	3 YR. CUR.	ORGANIZED	4 YEAR CURRICULA LOCATED AT	NO. DEG. GRANTED DURING 1929-30
96.	1866	Fredonia	Yes			
97.	1869	Potsdam	Yes			
98.	1867	Buffalo	Yes	1927		100
99.	1867	Genesco	Yes			
100.	1885	New Baltz	Yes			
101.	1887	Oneonata	Yes			
102.	1890	Plattsburg	Yes			
103. North Carolina	1909			1921	Greenville	97
104. North Dakota	1890			1921	Valley City	
105.	1890	Mayville	No	1925	Mayville	12
106.	1899	Ellendale	Yes	1925	Ellendale	11
107.	1913	Minot	No	1925	Minot	36
108.	1918	Dickenson	No	1931	Dickenson	
109. Ohio	1902			1914	Athens	175
110.	1902			1914	Oxford	124-4 A.M.
111.	1914			1914	Bowling Green	67
112.	1914			1914	Kent	106
113. Oklahoma				1920	Ada	172
114.				1920	Alva	80
115.				1920	Durant	163
116.				1920	Edmond	214
117.				1920	Tahlequah	113
118.				1920	Weatherford	72
119. Oregon						
120. Pennsylvania	1869	Monmouth	Yes			
121.	1874	Bloomsburg	No			23
122.	1920	California	No			
123.	1886	Cheyney (1837)	Yes			13
124.	1893	Clarion	No			60
125.	1861	E. Stroudsburg	No			67
126.	1875	Edinboro	No			103
127.	1866	Indiana	No			29
128.	1877	Kutztown	No			24
129.	1862	Lockhaven	No			145
130.	1859	Mansfield	No			34
131.	1873	Millersville	No			56
132.	1889	Shippensburg	No			70
133.	1871	Slippery Rock	No			103
134. Rhode Island	1854	West Chester	No	1920	Providence	
135. So. Carolina	1891			1891	Rock Hill	
136. So. Dakota	1901			1920	Aberdeen	41
137.	1884			1922	Madison	29
138.	1884			1922	Springfield	20
139.	1884			1922	Spearfish	21
140. Tennessee	1911	Johnson City	Yes			65
141.	1911	Memphis	Yes			73
142.	1911	Murfreesboro	Yes			127
143. Texas	1910			1917	Canyon	
144.	1917			1917	Commerce	

State Normal Schools and State Teachers Colleges (Continued)

	STATE NORMAL SCHOOLS			STATE TEACHERS COLLEGE		
STATE	ORGANIZED	LOCATED AT	3 YR. CUR.	ORGANIZED	4 YEAR CURRICULA LOCATED AT	NO. DEG. GRANTED DURING 1929-30
145.	1901			1917	Denton	
146.	1879			1917	Huntsville	187
147.	1903			1917	San Marcos	160
148.	1923			1923	Nacogdoches	
149.	1920			1920	Alpine	45
150. Vermont	1921	Castleton	No			
151. Virginia	1884			1916	Farmville	89
152.	1911			1918	Fredericksburg	
153.	1913			1919	East Radford	63
154.	1909			1916	Harrisonburg	
155. Washington	1899			1920	Bellingham	
					4-yrs. No. Deg.	
156.	1899			1920	Cheney	
					4-yrs. No. Deg.	
157.	1891			1920	Ellensburg	
					4-yrs. No. Deg.	
158. West Virginia	1872			1923	Athens	35
159.	1867			1923	Fairmount	53
160.	1867			1921	Huntington	
161.	1873	Glenville	Yes			
162.	1870	West Liberty		1930	West Liberty	
163.	1872	Shepherdst'n	No	1930	Shepherdstown	
164. Wisconsin	1916			1923	Eau Claire	
165.	1908			1922	La Crosse	77
166.	1885			1922	Milwaukee	
167.	1871			1921	Oshkosh	179
168.	1866			1923	Platteville	37
169.	1875			1923	River Falls	29
170.	1894			1923	Stevens Point	38
171.	1897			1922	Superior	
172.	1869			1923	Whitewater	62

NOTES

1. The following states maintain no State Normal Schools as such: Delaware and Florida.

2. Nevada, Utah, Vermont and Wyoming offer curricula preparatory to teaching in Schools of Education directly connected with their State Universities. These states should be classed with states providing Teachers College facilities, but not as having State Teachers Colleges that have developed from State Normal Schools.

3. The preceding tabular statement takes no account of State Universities, endowed universities or colleges with Departments or Schools of Education, or of City Training Schools or City Normal Schools that have been established.

4. The District of Columbia maintains two normal schools.

5. All of the institutions in the preceding list that offer four year curricula confer degrees except in the states of Washington and Wisconsin.

*7 Now offering four year courses.

*9 Number of degrees not given.

*23 The Georgia State Women's College at Valdosta is organized as a Liberal Arts College. The education department directs teacher training.

*33 Ball State Teachers College was established as a division of the Indiana State Normal School in 1918. In 1925 it was recognized by the Indiana Assembly and by the A.S.T.C. as a teachers college, Eastern Division of Indiana State Normal School. In 1929 General Assembly changed the name to Ball State Teachers College.